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ABSTRACT

This curriculum guide outlines the scope and sequence for an elementary social studies program. Although intended for use by teachers in Louisiana, the guide can be utilized or adapted by educators in any state. The guide is organized by grade level. Five major conceptual strands along with themes at each grade level form the basic scope and sequence for the elementary program. The recommended themes for each grade level are: grade 1--home, family, and community; grade 2--school and community; grade 3--contrasting communities; grade 4--regional studies; grade 5--national studies; and grade 6--world studies. The conceptual strands which provide the continuity from one grade to the next are: physical geography, social organization, economic organization, political organization, and historical heritage. Generalizations, student objectives, learning activities, and a vocabulary list, are provided for the conceptual strands at each grade level. Also included are a list of suggested student materials, a two week, sample fifth grade unit on immigration, and a conceptual strands chart. Two skills charts are included. One of the charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. The appendix contains maps of Louisiana and songs, poems, and documents about America. (Author/RM)

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DEPARTMENT OF EDUCATION

STATE OF LOUISIANA

SOCIAL STUDIES CURRICULUM GUIDE

Grades K-6

BULLETIN 1601

1981

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J. KELLY NIX

State Superintendent

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FOREWORD

Act 750 of the 1979 Louisiana Legislature established the Louisiana Competency-Based Education Program. One of the most important provisions of Act 750 is the mandated development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools. These curriculum standards include curriculum guides which contain minimum skills, suggested activities, and suggested materials of instruction.

During the 1979-80 school year, curriculum guides for social studies were developed by advisory and writing committees representing all levels of professional education and all geographic areas across the State of Louisiana. The major thrust of the curriculum development process in each of the guides has been the establishment of minimum standards for student achievement. The curriculum guides also contain activities designed to stimulate learning for those students capable of progressing beyond the minimums.

During the 1980-81 school year, the Social Studies Curriculum Guides were piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inner-city, and rural schools. The standard populations involved in the piloting reflected also the ethnic composition of Louisiana's student population. Participants involved in the piloting studies utilized the curriculum guides to determine the effectiveness of the materials that were developed. Based upon the participants' recommendations at the close of the 1980-81 pilot study, revisions were made in the curriculum guides to ensure that they are usable, appropriate, accurate, comprehensive, and relevant.

Following the mandate of Act 750, curriculum standards for all required subjects are now ready for full program implementation. The statewide implementation is not, however, the end of the curriculum development process. A continuing procedure for revising and improving curriculum materials must be instituted to ensure that Louisiana students have an exemplary curriculum available to them--a curriculum that is current, relevant, and comprehensive. Such a curriculum is essential for the achievement of the goal of this administration which is to provide the best possible educational opportunities for each student in the public schools of Louisiana.

I wish to express my personal gratitude and that of the Department of Education to each educator whose efforts and assistance throughout the curriculum development processes have been and continue to be vital to the attainment of our curriculum goals.

J. KELLY NIX

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INTRODUCTION

RATIONALE

Social studies educators in Louisiana have long desired and recognized a need for a sequentially designed social studies curriculum for all students in our state. The 1974-75 Louisiana Assessment of Educational Progress indicated clearly that our students are being deprived by the lack of such a curriculum. In response to Act 750 of the 1979 Legislature, the State Department of Education and educators at all levels of instruction have cooperated in developing a sequentially structured program in social studies for kindergarten through grade twelve.

Social studies education is primarily responsible for the preparation of citizens who are equipped with knowledge and skills necessary for them to participate effectively in the processes of our democratic republic. The intent of this guide is to provide every learner in the schools of Louisiana with a program to develop minimum skills and competencies which will also include opportunities to further develop their maximum potential in social studies.

SCOPE

Five major conceptual strands identified along with themes at each grade level form the basic scope and sequence for the program. The conceptual strands provide the continuity from one grade to the next. Each strand recommends concepts that are to be developed in every grade level where applicable. Each grade level has a recommended theme which is to be used for developing major concepts from the conceptual strands. At the secondary level, these themes are the required courses of Civics, American History, and Free Enterprise. Refer to page 224 for the strands and themes chart.

The K-6 elementary format is different from that used by the junior and senior high school guides in that no specific content outline is listed. To suggest an outline of subject matter to be studied at each grade level would be an impractical task and would produce a huge and cumbersome volume of material. Teachers should be flexible, then, in selecting the actual content to be used in developing the concepts and skills to be used, keeping in mind the various grade level themes and conceptual strands.

COURSE CONTENT, LEARNER OUTCOMES, ACTIVITIES AND SKILLS

The guide is multi-discipline oriented. Generalizations and concepts from the social science disciplines form the basic framework from which teachers can initiate a program of study. Also included are concepts from the areas of nutrition education, consumer education, law studies and citizenship education.

Learner Outcomes are identified under each conceptual strand. Those marked with an asterisk (*) are the minimum competencies and should be mastered by students completing that strand. The other objectives should be considered as part of the maximum program to challenge students to their capacity. A year long course should include experiences for students in all of the objectives. Each Learner Outcome is accompanied by three suggested student Activities.

Activity "A" is designed for average students.
Activity "B" is designed for the slower students.
Activity "C" is designed for the above average students.

Some Learner Outcomes that have not been identified as minimum competencies may have fewer than three activities. Teachers are encouraged to use the suggested activities listed in helping students achieve success with the Learner Outcomes. The teacher should use other means, however, to help students achieve success with the Learner Outcomes if deemed necessary.

The National Council for Social Studies Skills Chart has been adapted to reflect where major social studies skills should be introduced, ongoing, mastered and continued at each grade level. Shared skills in social studies in the areas of reading and language arts are also included. These skills are correlated by grade level with the minimum skills of all students. Students, however, will be held responsible for only those skills at each grade level which have been identified as Learner Outcomes. Teachers are encouraged to go beyond the minimum skills and help the student achieve proficiency in as many skills as possible.

Social studies has a special vocabulary. Students must have a good understanding and a working knowledge of the unique words, terms and phrases of social studies in order to meet success in the classroom. A suggested Vocabulary List is also included at the end of each unit. Teachers are encouraged to emphasize vocabulary development throughout the course of study.

At the end of each grade level or subject matter area is a Sample Unit. The purpose of this unit is to assist teachers in organizing a unit of study using various sections of the guide. A unit is nothing more than a way of organizing for teaching. A teaching unit can only be devised by the classroom teacher who will be teaching that unit to a particular group of students. Here, specific topics, content, objectives, resources and teacher techniques which suit the abilities and needs of those students are decided upon and used.

The key to good classroom teaching is involvement of the students in meaningful, relevant and interesting kinds of learning experiences. Just having students read a textbook, answer a list of questions or listen to teacher lectures are no longer acceptable techniques to be used in today's classes. Teachers are encouraged to think creatively and to adapt the plan to meet the needs and abilities of their students.

GRADES K-1

HOME, FAMILY AND COMMUNITY

I. CONCEPTUAL STRAND: PHYSICAL GEOGRAPHY

A. LOCATION

Generalization: Objects may be spatially related as to direction, distance and time.

Learner Outcome 1: The student will compare relative terms of location and directions, as near, far, above, below, up and down.

Activity A - The teacher faces the class, holds an arrow in front of her, and points first in one direction, then another. Students point both hands in the same direction as the arrow and say what the direction is, such as up, down, left, right.

Activity B - Ask the children to "make a train" by holding onto each other's waists and go on a train ride around the classroom. Stop the train at selected places and say "Now we are near _____. Now we are far away from _____." Later let students make the statements.

Activity C - Place a doll in a readily visible location (on top of the bookcase, on chalkboard ledge, for example). Ask students to place an object above and below the doll. Let a volunteer move the doll to another location. Repeat the activity. Speed up the pace.

Learner Outcome 2: The student will locate the north wall of the classroom.

Activity - The teacher should make four large signs and label them north, south, east, and west. Place the signs in the proper places in the classroom and give the students smaller signs containing the same labels. The teacher should hold up the word "north" and direct each student to find his/her matching label and point it toward the wall labeled "north." The teacher should continue in like manner with the other directions.

Learner Outcome 3: The student will locate the cardinal directions of the neighborhood.

Activity A - The teacher will construct a large, simple map of the neighborhood labeling the cardinal directions and the streets around the school. Place the map on the floor. Have students dramatize how they get to school and tell the direction(s) they travel. If the students live in an urban area, have them name and label streets of a familiar area. Give the students practice going from place to place.

Activity B - Ask the students to notice carefully the way they go home and get to school. Ask them to name important places they pass that help them remember which way to go, such as a large red house, gas station and large intersection. Write the names of the important places on the chalkboard. Ask students to draw a picture of two different places they pass on the way to school. Write one sentence that the child tells you on his drawing.

Activity C - Take the class on a walk around the school building. Have them notice the shape of the building (square, rectangle). Provide the students with a simple plan of the building and ask them to locate their classroom, library, cafeteria and principal's office. Extend this plan to include the major street boundaries of the school.

*Learner Outcome 4: The student will select small objects to represent large ones when compared to actual size.

Activity A - Ask the students to find out how many rooms are in their homes. Ask them to name each room (such as bedroom, kitchen, and so on). Then have each child make a book entitled "My Home." Use a separate page for each room, and have the children draw pictures of what is in each room and dictate a story about it that can be printed on each page. Ask the students to draw a simple plan of their home, locating and identifying their room.

Activity B - Ask the students to cut out pictures of the exteriors and interiors of homes for a "Home Book." Ask each student to paste exterior pictures on the outside of the book. Classify pictures of interior rooms such as kitchens, bedrooms, bathroom, and so on.

Activity C - Ask students to make models of their homes using cereal boxes, milk cartons, etc. Make items of furniture for the various rooms using modeling clay, play dough, match boxes, etc.

*Learner Outcome 5: The student will identify seasonal changes in his environment.

Activity A - At the beginning of the school year, take the class on a walk around school. Point out: green grass, green leaves, flowers, etc. When the leaves begin to change, take another walk along the same path. Note changes and gather "signs" of fall for the classroom - leaves, seeds, pine cones, etc. Continue in like manner in winter and again in spring. A class booklet could be made by students using drawings, collections, etc. The teacher could take snapshots to be used in the booklet.

Activity B - Place the labels summer, fall, winter and spring on a chart. Ask the students to illustrate the seasons or collect pictures and place them in the right category.

Activity C - Introduce seasons through pictures, books, filmstrips, and so on. Ask the students to determine the season during which their birthdays occur. After they determine the season, ask them to write their names and birthdates on slips of paper and post them under the appropriate seasonal name.

Learner Outcome 6: The learner will describe the relationship between rotation of the earth and day and night.

Activity - Divide the class into small groups. One pupil in each group should shine a flashlight on one side of the globe. The other members of the group should slowly rotate the globe toward the right, or east. Help the pupils understand that just as the flashlight lights only one side of the globe at a time, so the sun lights only one side of the earth at a time.

Learner Outcome 7: The student will sequence personal experiences.

Activity A - Ask the student to construct a simple chart of his daily activities using the categories, MORNING TIME, DAYTIME, and NIGHTTIME or before school, during school and after school. Ask the student to illustrate at least one example under each category.

Activity B - Ask the student to work on a bulletin board of things he would like to do in the future, such as ride a two-wheel bike. Help the student illustrate the BEFORE and the AFTER.

Activity C - Ask the student to bring a cartoon strip from the daily newspaper. Paste cartoon on tagboard. Label the sequence on the back. Cut into four and five segments. Students should trade with others to provide practice in sequencing.

Learner Outcome 8: The student will sequence an order as expressed in first, second and third.

Activity A - Ask the students to name and sequence the procedure for having a birthday party.

Activity B - Give the students cards to hold labeled first, second, third, and so on. Ask the students to follow oral directions such as "Billy, line up second. Mary, go first," and so on.

Activity C - Ask the students to prepare a simple recipe and properly sequence the preparation.

Learner Outcome 9: The student will differentiate between indefinite time concepts such as past, future, long ago, before, and after.

Activity A - To help the class establish a sense of time passing, you might make a one-month time line and hang it where the children can easily see it. Show each child's birthday on the time line. Each week a child can move a pin or other marker along the time line. The children may also suggest other days that should be indicated on the time-line.

Activity B - Provide pictures of a baby, a child, and an adult. Ask students to place the pictures to show as they were before, as they are now, and as they will be in the future.

Activity C - The children may enjoy making a bulletin board of past, present, and future activities. Label each bulletin board appropriately and have the children decide pictures to place on the bulletin boards. If you wish, you can have them draw new pictures and change the bulletin boards every day or each day for a week or so.

B. TOPOGRAPHY

Generalization: Maps represent all or parts of the earth.

Learner Outcome 10: The student will identify land and water masses on a globe and on a variety of maps.

Activity A - Provide the students with maps of the United States. Color the water blue and the land mass green. Give the student practice finding the relative position of Louisiana on a globe.

Activity B - Use an opaque or overhead projector and ask students to take turns tracing the outline of Louisiana's boundaries. Point out the water boundaries on three sides.

Activity C - Introduce the atlas and ask the students to find Louisiana in the atlas. Ask the students to try to find Louisiana on as many maps as possible. Example: Look under the letter "L" in the encyclopedia.

Learner Outcome 11: The student will make simple large-scale maps of a familiar area, such as classroom and neighborhood.

Activity A - Ask the children to draw and then ditto maps of your school playground. These should direct the children from one point to another. If symbols are used for landmarks, be sure to discuss them with the children. At recess, ask the class to follow the paths that are indicated on the maps.

Activity B - Draw a large map of your town or city to be placed on the bulletin board. Take a marking pen and circle the block the school is on and call the children's attention to that place. Then ask different children to go to the map and try to find various places, such as the block they live on, a street where their parents shop, a park they play in, and so on. These can also be marked with a marking pen.

Activity C - On a state highway map ask the students to trace the roads travelled from one location to another such as New Orleans to Baton Rouge.

Learner Outcome 12: The student will identify and interpret symbols on a map that represent real objects.

Activity A - Ask the children to find the key on the map. The symbols used on the map are explained in the key. Some symbols are in color. All keys will be explained by the teacher.

Activity B - Explain that maps may be used to show different things. Some maps show rivers, lakes, and mountains. Others may show how high or low the land is. Point out examples for the children on simplified maps.

Activity C - Ask the students to point out on a map, countries, states, and cities. These maps show boundary lines.

Learner Outcome 13: The student will interpret lines and colors used on maps in addition to pictorial symbols.

Activity A - Help the students to design a map key with symbols, including colors to represent various features that might be on a map.

Activity B - Make a list of suggested map features for which these symbols might be made: a lake, a river, a bridge, an airport, a railroad, and a campground. The teacher will give as much help as needed.

Activity C - Ask the students to read the material under symbols on a map to find out how a map key is used.

Learner Outcome 14: The student will identify the continents and the oceans with the aid of a reference.

Activity - Provide the student with two copies of a world map. Have the student cut and paste the outline of the continents on the second copy. Color the oceans and continents.

Learner Outcome 15: The student will recognize the shape of Louisiana.

Activity A - The teacher will cut out a map of Louisiana from poster board and lay newsprint over it. The student will do a crayon rubbing. The student will see the "boot shape" emerge before his/her eyes.

Activity B - The teacher will provide each student with an outline map of Louisiana. Using modeling clay, the student will create this same shape.

Activity C - Using a map showing Louisiana and the surrounding states, help the students locate Louisiana. The let them cut out a piece of construction paper in the shape of Louisiana and place it over the state.

Learner Outcome 16: The student will recognize Baton Rouge as the capital of Louisiana.

Activity - Using a transparency of the state of Louisiana, the teacher will locate Baton Rouge with a large dot and label it. Give the students similar simple maps and ask them to locate Baton Rouge and label it on their maps. Show some pictures of important places and people in Baton Rouge such as the Capitol and tell why each is important.

C. CLIMATE

Generalization: Climate varies according to zone and location.

Learner Outcome 17: The student will identify the different climates in Louisiana.

Activity A - Ask the student to draw the appropriate clothing worn to school depicting different climates. Keep a daily weather calendar showing the weather changes each day.

Activity B - Ask the student to draw examples of certain types of weather found in the local area: sunny, warm day; rainy, cold day.

Activity C - Ask the students to discuss and draw clothing worn by people in a cold region.

D. NATURAL RESOURCES

Generalization: The earth provides resources which may be allocated for various uses or conserved.

Learner Outcome 18: The student will identify some of the major natural resources of his community.

Activity - Ask students to draw examples of different natural resources found in the community such as trees, water, and so on. Prepare a bulletin board display with a caption such as "From Our Community." Include pictures of items made from different materials. If possible, include a picture of a raw material.

Learner Outcome 19: Students will identify certain products found in Louisiana, such as rice, sugar cane, cotton, corn, strawberries, forests, etc.

Activity - Following a class discussion about Louisiana products, the teacher will place the title, "Louisiana Products" on the bulletin board. The students will collect and display as many labels and pictures of these products as they can find. The students will transfer this collection into a class booklet.

Learner Outcome 20: The student will identify certain Louisiana natural resources, such as oil, gas, sulphur, gravel and sand.

Activity - The teacher will divide the class into several small groups and assign a Louisiana natural resource to each group. The students will collect, label, and bring to class realia for a table display showing these resources.

E. ECOLOGY

Generalization: Ecology refers to the interrelationship of man and his environment.

Learner Outcome 21: The student will describe factors which contribute to air pollution.

Activity A - Write the word "pollution" on the chalkboard. Discuss the meaning of the word. Take the pupils on a walk around the school neighborhood. Ask them to look for signs of pollution in the air. When you return to the classroom, ask the pupils to list the pollution they saw and heard.

Activity B - Explain that some factories give off smoke that pollutes the air. Exhausts from cars, trucks, buses, and airplanes also pollute the air. Draw pictures to illustrate these factors.

Activity C - Point out that the elements released by burning of gasoline, coal, and other substances cause much air pollution. Take field trips, if possible, to some of these places. Discuss possible solutions to minimize air pollution.

Learner Outcome 22: The student will describe factors which contribute to water pollution.

Activity A - Polluted water can make fish sick. Ask students to finger paint a large background to represent a body of water. Ask them to paint and cut out different kinds of fish and other sea animals and paste them on the "water." Show old lumber and used cans to show water pollution.

Activity B - Ask students to make a large mural showing some of the uses of water that is not polluted.

Activity C - Put some ice cubes in a dish. Ask students to look at them and handle them if they wish. Leave the ice cube dish on a table. Ask students to observe it at the end of the day. Ask what happened to the ice. Students should recognize that it turned into liquid water that is not polluted.

Learner Outcome 23: The student will describe factors which contribute to surface pollution common to the community.

Activity A - Explain that the land of the earth is the home of the people. Take the pupils on a walk around the school neighborhood. Ask them to look for signs of pollution on the ground, such as paper, old cans, bottles, and so on. Make a list of things that have polluted the surface.

Activity B - Ask students to bring samples to show what the earth is made of. Prepare a shelf or table display with small containers. Include soil, fine sand, gravel, crushed rock or stones, water, and so on in the display.

Activity C - Ask students to bring in pictures showing differences in the land surface on the earth. They may bring picture postcards or pictures cut from magazines showing varied landscapes. This will be land that is polluted or not polluted. Have the students classify the pictures.

Learner Outcome 24: The student will describe factors in the home and community that will conserve energy.

Activity A - The students will identify forms of energy with which they are familiar. The teacher will list these on the board or on a chart. The students will tell how they are used in the home and community. The students will cite ways to conserve this energy, such as turning lights off when leaving a room.

Activity B - Following a class discussion, the students will find pictures to make a booklet or bulletin board showing ways of conserving energy.

Activity C - The teacher will divide the class into groups of four or five children and have a contest to find the most ways of conserving energy in the school.

Learner Outcome 25: The students will identify certain symbols of Louisiana, such as the state bird, the brown pelican; the state tree, the bald cypress; the state flower, the magnolia, etc.

Activity - The teacher will show pictures of the brown pelican. The students will discuss its appearance: naked pouch, bill, webbed feet, etc. The teacher will show pictures of other birds and the students will compare likenesses and differences.

Help the students make a chart or bulletin board showing several kinds of trees, including the bald cypress. Orally compare these trees. The students will draw and color a picture of the bald cypress.

The teacher will show pictures of the magnolia to the students. The students will bring a magnolia flower, bark, and leaves to make a display.

VOCABULARY

1. above
2. after
3. autumn (fall)
4. bald cypress
5. Baton Rouge
6. before
7. below
8. bird
9. capital
10. cardinal directions
11. climate
12. community
13. conservation
14. conserve
15. corn
16. cotton
17. down
18. east
19. energy
20. fall (autumn)
21. far
22. first
23. forests
24. future
25. gas
26. gravel
27. long ago
28. Louisiana
29. map
30. natural resource
31. near
32. neighborhood
33. north
34. oil
35. past
36. pelican
37. pollution
38. pouch
39. present
40. products
41. rice
42. sand
43. season
44. second
45. south
46. spring
47. strawberries
48. sugar cane
49. sulphur
50. summer
51. symbol
52. third
53. up
54. webbed
55. west
56. winter

II. CONCEPTUAL STRAND: SOCIAL ORGANIZATION

A. FAMILY

Generalization: Each society develops institutions to aid the socialization of its members.

*Learner Outcome 1: The student will recognize that people live mainly in families.

Activity A - Students can draw pictures or bring photographs of their family members. Ask them to make a "Family Booklet."

Activity B - Ask students to clip pictures of various families from magazines. Make a poster of the pictures showing different sizes and composition.

Activity C - Ask the students to construct a family tree. Ask them to bring information or family names from home which go back several generations.

Learner Outcome 2: The student will enumerate roles of family members in providing and preparing food in the home.

Activity A - Discuss the roles that various family members play in preparing meals.

Activity B - Play-act a family providing and preparing a meal.

Activity C - List ways families obtain foods for meal preparation.

B. HOME

Generalization: In every society, humans need to provide shelter from the elements of nature.

Learner Outome 3: The student will identify the different types of structures called a home.

Activity A - Ask the student to draw a picture of his/her own home. Ask the student to classify his/her home as an apartment, house, mobile home.

Activity B - Ask students to categorize the different types of homes from a series of pictures.

Activity C - Ask the student to draw a picture of a home he would like to have. Construct models of homes using milk cartons, blocks, shoe boxes, etc.

C. CULTURE

Generalization: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

Learner Outcome 4: The learner will identify foods that are an important part of holidays and special occasions.

Activity A - Classify foods according to special occasions.

Activity B - Match food picture to appropriate holiday.

Activity C - Have a tasting party.

Learner Outcome 5: The learner will state that courtesy to others is important.

Activity A - Discuss table manners in school cafeteria. Role play someone using table manners.

Activity B - Have play meals to show table manners.

Activity C - Role play someone using proper table manners. Discuss and list rules of courtesy. Make posters to illustrate these rules. Label the posters.

Learner Outcome 6: The learner will name foods we eat which are influenced by our likes and dislikes.

Activity A - Find and sort out pictures of individual's likes and dislikes concerning food.

Activity B - Ask the students to make drawings of foods they like and don't like.

Activity C - Compare food likes and dislikes of class members by completing a chart.

D. SOCIAL CHANGE

Generalization: Cultural change is a continuing and accelerating process, effected through invention and borrowing. Change in one facet of a culture brings about a change throughout that culture.

Learner Outcome 7: The student will realize that people are constantly learning new things about the universe.

Activity A - Display toys that illustrate changes caused by inventions. For instance, compare a car moved by pulling a string with one that operates by remote control, and compare a string or wire walkie-talkie with one that has transistorized components.

Activity B - Gather pictures depicting life in the nineteenth century, a horse and buggy, an outdoor well and water pump, and so on. Prepare a bulletin board display titled "Do We Use These Things Today?" Student might bring in pictures of modern equivalents.

Activity C - Ask students what new things are happening where they live: new house being built, telephone being installed. Have the class illustrate those things that could not have happened long ago.

Learner Outcome 8: The student will realize that people learn many things from others.

Activity A - Invite a guest, such as a cartoonist, musician, or flower arranger to demonstrate his act or skill. Ask him to tell the class how he learned to do his particular work.

Activity B - Have students make a series of drawings to illustrate how they learned a particular skill such as swimming, or riding a bicycle, or even walking.

Activity C - Help the students to start a class scrapbook or a bulletin board display titled "How Do we Learn?" Ask them to suggest subtitles such as "We Learn By Trying." Students may bring in pictures or make them from their own experience to illustrate the titles.

E. ETHNIC GROUPS AND CONTRIBUTIONS

Generalization: American society is composed of many ethnic groups, each with its own identity, contributions and conflicts.

Learner Outcome 9: The student will identify similarities and differences of people.

Activity A - Fold a piece of paper into four parts. Have each student illustrate two ways that he/she is like other children in the class and two ways that he/she is different.

Activity B - Prepare a bulletin board display with the caption "How Are They Alike?" Ask students to display pictures of people that clearly show such differences as occupation, age, race, or dress.

Activity C - Mount series of pictures showing various stages of growth--a baby, a grandmother, a child, a mother, a teenager, and so on. Arrange the pictures on the chalk ledge in random order and ask students to arrange them in the proper sequence.

Learner Outcome 10: The pupil will learn that people have different kinds of talents, skills and abilities.

Activity A - Ask student to demonstrate a skill he has or one he would like to develop.

Activity B - Ask students to bring in pictures illustrating people with different kinds of talents or skills. Make a bulletin board display entitled "Different People Do Different Things Well."

Activity C - Plan an informal class program with individual or group performances demonstrating special talents or skills.

Learner Outcome 11: The student will learn that people adapt their ways of living to their environment.

Activity A - The teacher will read a series of stories about Indians and Pilgrims. The student will look at pictures of both and compare their homes, clothing, food, ways of travel and communication. Make teepees, canoes, headbands, Pilgrim hats, etc.

Activity B - Make a booklet or poster to compare our dress, homes, etc., with the Eskimo dress, homes, etc.

Activity C - Make a desert scene using large paper trays filled with sand or sandy soil for the desert. Construct tents of cloth such as light wool, and tent poles of ice cream sticks. Students may color and cut out camels and other animals, folding the paper and cutting them double so they will stand. Several varieties of desert plants, such as the cactus available at the ten-cent store, may be grown for one part of the desert scene. Ask the class to observe how the plants survive during "dry" periods and how they grow when water is abundant. Compare this desert scene with their homes and environment.

F. MORAL AND SPIRITUAL VALUES

Generalization: Each culture has its own system of moral and spiritual values.

Learner Outcome 12: The student will identify some different religions and ways of worshipping.

Activity A - Ask the students to count the number of churches in their neighborhood. Ask the students which religions are represented by these churches.

Activity B - Make a list of religious holidays that the children know about.

Activity C - If possible, have the student visit a nearby church or synagogue. Let them observe where the people stand or sit and where the priest, minister, rabbi, or other leader performs his duties. (Obtain parental permission.)

Learner Outcome 13: The students will recognize that the spiritual need of people is basic.

Activity A - Ask the students to make a list of all the places in their community that are set up to help people learn about religion.

Activity B - Ask the children to decide who some of the people are who spend time helping others learn about religion.

Activity C - Perhaps you could invite some of these people to class and ask them to tell what they do to teach religion.

G. BEHAVIOR

Generalization: Society influences each individual's behavior.

Learner Outcome 14: The student will recognize that the family influences each individual's behavior by learning from each other.

Activity - The student should ask each person in the family to think of two or three things that he or she knows how to do and would be able to teach to someone else (arts and crafts activities, games, and so on). Each student should choose at least one thing from the lists that he or she would like to learn. Ask a parent to volunteer to demonstrate his skill to the class.

Learner Outcome 15: The student will recognize that different people may have similar skills, interests and feelings.

Activity A - Ask each student to work with a partner. Provide a large sheet of drawing paper for each pair of students. Each pair should work together to illustrate some way in which they influence each other to do certain things. For example: playing ball, going to the park, and so on.

Activity B - Ask the students to observe and explain how people are happy together, sad together, play together, and so on.

Activity C - Ask each student to make a list of similar likes and dislikes of a friend.

Learner Outcome 16: The pupils will identify ways of solving a conflict.

Activity A - Ask the students to predict what might happen in a school situation if no teacher would be there to enforce rules. Use "What would happen if..." questions for other predictions.

Activity B - Ask students who have been in a library or at a football game to describe audience behavior at those places.

Activity C - Write the words, librarian, teacher, principal and parent, on the board. Divide the class into groups and have each group pick a person from the list. They can act out a situation depicting that person solving a conflict in the library, in the classroom and on the playground.

VOCABULARY

1. alike
2. apartment
3. behavior
4. communication
5. courtesy
6. different
7. environment
8. Eskimo
9. family
10. home
11. house
12. Indians
13. manners
14. mobile home
15. Pilgrims
16. religion
17. rules
18. shelter
19. travel

III. CONCEPTUAL STRAND: ECONOMIC ORGANIZATION

A. SCARCITY

Generalization: The basic problem confronting all people is the conflict between unlimited wants and limited resources.

Learner Outcome 1: The learner will identify items which are classified as resources needed to produce a good or service.

Activity A - Given pictures of various workers found in the school or community and pictures of goods or services produced by these workers, the student will match the worker with the goods and services produced by the worker.

Activity B - Given a picture of various workers, the student will role play the actions of a selected worker.

Activity C - Following a demonstration of a simple cooking activity, popcorn, kool aid, and so on, the student will illustrate the resources used in the production process.

Learner Outcome 2: The learner will be able to verbally define the term "limited resources."

Activity A - Given a limited resource in the form of art materials, the student will choose which, from a selected group of art projects, he will complete. Upon completion of the project, the student will make generalizations about his work, such as, what project was selected? Why didn't he select more than one?

Activity B - Following a teacher-directed discussion of limited resources, the student will identify school supplies which are limited and the many uses found for each one.

Activity C - Given four cardboard wheels and a work sheet with drawings of toys with wheels, the students will use the wheels to make a toy(s) which represent(s) their favorite choice.

Learner Outcome 3: The learner will state that decisions must be made as a result of limited resources.

Activity A - Following a class discussion listing the things which can be made from trees, the student will create a picture illustrating his/her own choice of how the tree should be used. Using the items listed, the class will vote to determine the single most important use of the tree.

Activity B - Given a limited resource (bakers' clay), which can be used in the promotion of a number of goods (statues, bowls, vases, and so on), the student will decide what good he/she will produce with the resource clay.

Activity C - Given the story starter, "I am a tree...," the student will complete the story telling how the tree grew and what happened to it.

Learner Outcome 4: The student will be able to identify examples of opportunity costs from a list of items related to a resource.

Activity A - Given a chart, with a pictured list of products produced from a resource, the student will indicate his/her first and second choice and explain that his/her choice involves both a benefit and a cost.

Activity B - Given a situation where a choice must be made, the student will illustrate his/her choice and make statements concerning his/her preference.

Activity C - Given illustrated situations where a person must make a choice for resource use, the student will discuss the opportunity cost of the situations and write statements relating the situations.

B. INCOME

Generalization: Incomes are earned by producing goods and/or services.

*Learner Outcome 5: The student will identify that some households obtain an income through some members(s) of that household working outside of the home.

Activity A - Given a set of cards having matching pairs showing pictures of services provided by labor with the income received for providing those services indicated on each card, the student will play "Concentration." When making a match, the student will state what service was provided and the income that was received for the service.

Activity B - Each student will draw pictures of his father's and/or mother's occupation(s).

Activity C - After listening to a brief version of "Aladdin and the Magic Lamp" to bring out the thought that although the way in which Aladdin gets money is interesting, people in "real life" don't get money by rubbing a magic lamp, the student will illustrate the way people obtain money in "real life."

C. CONSUMERISM

Generalization: A conflict between unlimited wants and limited resources creates the need for decision making.

Learner Outcome 6: The student will be able to identify whether a familiar item should be classified as a good or a service.

Activity A - Given a chart with the title "Goods and Services," the student will find pictures illustrating goods and services needed by families and place them under the appropriate heading.

Activity B - The student will describe the job done by his/her parents and indicate whether it is a job producing services or goods.

Activity C - Prepare "fish" activity with familiar goods and/or services illustrated on them; the teacher places them face down in a "fish pond." The student catches a fish from the pond, names the card and tells whether he/she has caught a good or a service.

*Learner Outcome 7: The student will name market places where he/she can purchase goods.

Activity A - Given milk cartons, match boxes or other small boxes, the student will use available art materials to transform the boxes into marketplaces where he/she can purchase goods.

Activity B - Given a worksheet showing only the outline of buildings, the student will make shop signs to indicate the stores he/she visits regularly.

Activity C - Given the heading "One Busy Saturday," the student will name as many stores as he/she can think of in a set time period. Then he/she will compare his/her list with the others who participated in the activity.

Learner Outcome 8: The student will select an item from a list of choices and identify the "opportunity cost" of his/her selection.

Activity A - Having listed things which could be done in a free hour at home, the student will vote for the activity he/she thinks is the best and give his/her personal reasons for selecting one activity over another. The student will also list what he/she has given up in making certain decisions.

Activity B - Given a list of items that could satisfy personal wants, the student will be able to identify which item he/she wants the most and tell why it is his/her first choice.

Activity C - Having generated a list of activities which could be enjoyed on a weekend family outing, the student will identify which activity is best in terms of (a) money cost, (b) educational benefit, (c) enjoyment, and (d) pleasing to other family members. The student will then select an activity stating his/her reasons and list the opportunity cost of his/her selection.

Learner Outcome 9: The student will list items that are often supplied by government to households.

Activity A - Discuss pictures depicting goods and services supplied by government and pictures of items sold by businesses. Display five. The student will put his/her head down as one picture is removed. When "heads up" is called, the student will identify the missing item, then describe the service and tell who usually pays for it.

Activity B - Given a set of pictures depicting goods and services supplied by the government and pictures depicting items sold to families by private businesses, the student will be able to name the good or service and tell whether it is supplied by the community or purchased by families from private business.

Activity C - After developing picture cards depicting goods and services either supplied by government or purchased from private businesses by families, the learner will be able to identify clues in determining which are goods or services.

D. SPECIALIZATION

Generalization: The development of specialization has made people more interdependent.

*Learner Outcome 10: The student will be able to list different ways workers at home specialize.

Activity A - Using a class generated list of household tasks, the student will indicate who should and who should not perform these tasks, taking into account safety, size, skill and age.

Activity B - Given art paper and crayons, the student will draw a picture of the job one family member does at home. Use a follow-up discussion to elicit these ideas: "Each member in a family does what he/she is best able to do; and when everyone helps, jobs are done faster and easier and everyone benefits."

Activity C - The student will recall in writing ways in which he/she has helped the family and plan a way he/she will help some member of his/her family after school.

Learner Outcome 11: The student will name two specialized tasks used to produce a given product.

Activity A - Following a discussion and sampling of a product grown in Louisiana, the student will name the specialized workers responsible for the finished product.

Activity B - Given an order to be placed at a hamburger stand, the student will work as a member of a group to identify the specialized tasks necessary to the production of the order. The student will select a task, gather the necessary props and work with the others to role-play the situation.

Activity C - Given a blank book in the shape of a familiar product or a story title such as "The Tale of a Crawfish," the student will work individually or as a member of a group to write and illustrate the story of the product and the specialized tasks involved in its production.

Learner Outcome 12: The student will state reasons why specialization increases and/or improves output.

Activity A - Given a general task to be completed each day for a week, the student will work as a part of a group to complete the task and keep a daily record of the time taken each day. At the end of the week, the student will list specific tasks which were a part of the general task and provide reasons why the time involved on the final day was less than that on the first day.

Activity B - After identifying the specialized tasks necessary in the production of a hamburger and after role playing the activity, the student will then perform all the tasks himself and compare the times.

Activity C - Given the materials necessary to make a pencil holder for each participant, the student will work as a member of Group A or Group B to complete the product. The groups are equally divided; however, Group A will work individually while Group B works in an assembly line. Upon completion, the student will make observations as to which group finished first and which group had the nicest products.

Learner Outcome 13: The student will identify one reason why specialization leads to increased interdependence.

Activity A - Given a chart to complete, the student will identify people we depend on for (a) food, (b) our health, (c) our education, and (d) our production. Discuss what the consequences might be if we could not depend on these people to do their jobs.

Activity B - Given cards picturing workers who provide goods or services, the student will identify the one his/her mother was dependent on when she fixed hamburgers for dinner.

Activity C - Given a situation in which the school janitor is unable to come to school for a week and no one replaces him, the learner will write and illustrate a story about what might happen at the school.

Learner Outcome 14: The student will identify items the government must purchase to supply a particular service.

Activity A - Given categories of goods and services provided by government, the student will choose a category and draw pictures of items that government must purchase with tax money in order to supply the particular good or service.

Activity B - Given a set of classification cards depicting goods and services provided by government and a set of item cards showing goods and services needed by government to provide the services, the student will match an item card with the appropriate classification card.

Activity C - Given an item purchased by government to provide a good or service, the student identifies the item by asking questions which can be answered with a yes or no response.

Learner Outcome 15: The student will identify a source of income used by the government to purchase needed items.

Activity A - Following a general discussion on taxes, the student will work with others to make a bulletin board entitled "Our Taxes," showing things taxes pay for.

Activity B - In order to generate a list of goods and services our taxes pay for, the student will name an item each time it is his/her turn. When he is unable to name an item, he is out. The game continues until there is one learner left.

Activity C - Challenged to name fifty items that government usually buys with income from taxes, the students will work in pairs to list as many items as they can in a given time period. The items listed by each group will either be accepted or rejected by the total group in a follow-up discussion.

Learner Outcome 16: The student will identify why a city cannot supply all the goods and services it would like.

Activity A - Given a choice between two items to be purchased by the school for the class, the student will assume the role of the principal and give his/her reasons for making the choice. See how many different reasons can be generated.

Activity B - Given a choice situation where items are to be purchased for the classroom, the student will illustrate his/her most important reasons for selecting one of the two items. Conclude the activity with the student making general statements about the activity.

Activity C - Given a list of ten items which are needed by the school, the student will identify the group in the school that each item would benefit the most. The principal will only be able to purchase half the items listed. The student, as the principal, will illustrate his/her choices and write one or two sentences giving his/her reasons.

Learner Outcome 17: The student will show that many people cooperate to bring us the food we eat.

Activity A - Visit a local grocery store and ask the manager where several foods come from.

Activity B - Draw pictures of foods found in the home which are provided by other people.

Activity C - Make a food chart. Label food items provided by other people.

E. MONEY AND BANKING

Generalization: Money is a medium of exchange, a measure of value and a store of value.

Learner Outcome 18: The student will describe the problems we would have if we had to trade directly with the person who produces the goods or services we want.

Activity A - Name specific goods and services provided by different specialists; the student will draw pictures to illustrate the problems we would have if we had to trade directly with the person who produces the goods or servcies we want.

Activity B - Given picture puzzle occupation cards and picture puzzle goods or services cards, the student will match the occupation to the good or service it provides by completing the puzzle. The student will identify ways that specialists may obtain goods and services which they want but do not produce.

Activity C - Given a deck of fifty trading cards (ten each of five cards) and two cards labeled "Money," the student will try to get five trading cards of a different good or service. He/she will generalize that it is easier to obtain what you want with money than by exchanging goods for goods. Using five to eight players, each child is dealt five cards with the remaining card face down in the middle. The first player may trade any number of his/her cards with another player or with the ones in the middle. The child who gets five different cards wins the game. The Money card acts as a joker and can be used in any combination.

F. TECHNOLOGY

Generalization: Technological change and invention influence both production and consumption.

Learner Outcome 19: The student will identify how tools help people.

Activity A - Following a trip to a local dairy or the showing of a filmstrip of "The Dairy," the student will list and discuss the tools used in the production of milk.

Activity B - Given magazines the student will find pictures of tools which increase productivity in the home.

Activity C - Given the raw materials needed to make butter, the student will make the butter first by shaking the cream in a jar and then by using an electric mixer. The student will compare the two methods.

VOCABULARY

1. consumer
2. cost
3. goods
4. jobs
5. limited
6. money
7. needs
8. pay
9. resources
10. save
11. services
12. spend
13. taxes
14. trade
15. unlimited
16. wants
17. work
18. workers

IV. CONCEPTUAL STRAND: POLITICAL ORGANIZATION

A. GOVERNMENT

Generalization: Political systems exist to make authoritative decisions binding on all citizens.

*Learner Outcome 1: The student will identify different kinds of local government workers.

Activity A - Show a film on some governmental workers. The student will make a list of the duties of the workers.

Activity B - Discuss photographs of governmental workers and ask students to identify the job each performs.

Activity C - Identify governmental workers and match uniforms and/or tools with the job they perform.

Learner Outcome 2: The student will identify the President of the United States and the Governor of Louisiana.

Activity A - Compare the jobs of the President and the Governor. Give the student a picture of each to color. The student will write the President's name and one or two sentences about him. The student will write the Governor's name and one or two sentences about him.

Activity B - Following a discussion about the President and the Governor, the student will color and label a picture of each.

Activity C - Ask the student to collect pictures and information about the President and the Governor. Ask the student to write a short paragraph telling which of these offices he/she would like to hold and why. Have the student use all of this data in a booklet.

Learner Outcome 3: The student will state that schools provide lunch and sometimes breakfast for students.

Activity A - Interview cafeteria workers to learn job descriptions.

Activity B - Draw pictures of foods prepared by the cafeteria.

Activity C - Prepare a food served by the cafeteria.

B. LAW

Generalization: Every society creates laws and imposes sanctions and penalties for violation of the laws.

*Learner Outcome 4: The student will explain why rules are necessary.

Activity A - Orally define "What is a Rule?" Infer from pictures of selected situations what rules are being followed or are needed.

Activity B - The student will describe what happens when rules at home are not followed.

Activity C - Ask the children to survey other students to see if they all follow the same rules such as set bedtimes, T.V. viewing, and so on.

C. CITIZENSHIP

Generalization: Citizenship in a democracy is the exercise of duties, responsibilities and privileges.

*Learner Outcome 5: The student will vote on a classroom issue.

Activity A - The student will be given a choice of two classroom activities and asked to vote on one he/she prefers.

Activity B - Make a list of classroom responsibilities: water the plants, erase the chalkboard, collect worksheets. Ask the students to choose which responsibilities they want and rotate the responsibility.

Activity C - The students will draw pictures of activities they like and will place them in a box. The student will draw out three pictures and choose the activity preferred. Reasons must be given for selecting that activity.

*Learner Outcome 6: The student will be able to recognize the flag of the United States and the state of Louisiana.

Activity A - Make flags of Louisiana and the United States on construction paper. Have children glue on different designs and explain differences between the two flags.

Activity B - Show the children a flag of the United States and one of the State of Louisiana. Discuss with them the meanings of symbols and colors.

Activity C - Given pictures of flags of other countries, Louisiana and the United States, the students will compare likenesses and differences in the flags.

VOCABULARY

1. citizenship
2. democracy
3. flag
4. government
5. Governor
6. law
7. Louisiana
8. President
9. responsibility
10. rule
11. state
12. symbol
13. United States
14. vote

V. CONCEPTUAL STRAND: HISTORICAL HERITAGE

A. CHANGE

Generalization: Change has been a universal characteristic of all human societies.

Learner Outcome 1: The student will recognize how communities change.

Activity A - Visit a local museum or historical building. Establish the date the building was constructed. Ask the student to draw the historical building. Have the student draw a contrasting picture of a newly constructed building. Discuss significant difference.

Activity B - Invite an older member of the community to discuss how the community has changed. Prepare students to ask questions.

Activity C - Ask the students to observe new construction in their community. Have students illustrate how this construction will affect their lives.

B. CONTRIBUTIONS OF INDIVIDUALS

Generalization: Leadership of certain individuals has had a profound influence on the course of history.

Learner Outcome 2: The student will be able to identify some of the major contributions of George Washington.

Activity A - Relate to the students the various abilities and talents of our first President--farmer, surveyor, soldier, and so on. Draw an example.

Activity B - The student will be able to cite some examples of George Washington's abilities and talents.

Activity C - Ask the students to visit the library and collect important data on George Washington. Ask the students to relate to the class names of leaders who are currently in the news. Discuss the contributions they are currently making and compare them to the contributions of George Washington.

C. LANDMARKS

Generalization: One means of honoring and remembering our country's past is through the recognition of historical landmarks.

Learner Outcome 3: The student will name landmarks in the local community.

Activity A - Visit local museums, historical buildings, battlefields, or natural landmarks.

Activity B - Make a mural showing natural landmarks. Use boxes to make buildings. Glue on the mural.

Activity C - Use a local map to mark rivers, streets, major buildings, and other points of interest.

D. HOLIDAYS, CUSTOMS AND TRADITIONS

Generalization: Cultural universals such as social organization, family organization and religion take different forms in various cultures.

Learner Outcome 4: The student will name holidays or special days of each season.

Activity A - Give each student a sheet with a name of a month and let the student illustrate a special day in that month.

Activity B - Make a mural of holidays. Each child draws his/her favorite holiday.

Activity C - Ask students to make a list of special holidays which are celebrated at school. Have the students make plans to celebrate a special day.

Learner Outcome 5: The student will identify "cultural universals," (food, shelter, communication, and so on) different from his/her own.

Activity A - Ask each student to bring an article from home which represents his/her ethnic and/or cultural background. Discuss with the class.

Activity B - Make a chart and list the various ethnic restaurants found in the community.

Activity C - Provide each student with a paper doll and have the student make clothes that would correlate with a different country. Provide illustrations for the students to use as models.

VOCABULARY

1. change
2. community
3. culture
4. custom
5. ethnic
6. holiday
7. landmark
8. museum
9. tradition

GRADE TWO

SCHOOL AND COMMUNITY

I. CONCEPTUAL STRAND: PHYSICAL GEOGRAPHY

A. LOCATION

Generalization: Objects may be spatially related as to direction, distance and time.

*Learner Outcome 1: The student will use relative terms of location and direction, as near, far, above, below, up and down.

Activity A - The student will be able to follow written directions; for example, provide the student with simple directions such as color the flowers blue nearest the house.

Activity B - The student will be able to follow oral directions of relative terms as stated by the teacher or another student; for example, put the book on the desk near the blue flower pot.

Activity C - The student will be able to independently complete written directions either constructed by the teacher or another student. Have a set of cards written and have objects pre-placed throughout the room. If the student reads and follows the directions of the card correctly, the student finds the object and then calls on another student. A group of students may write their own set of directions, swap them and try to find the object.

Learner Outcome 2: The student will identify cardinal directions, North, South, East, West in the classroom and in the neighborhood and write the abbreviations for these directions.

Activity A - Play a game, "Follow the Astronaut." Select one student to be the pilot and one to be the navigator. The navigator uses the directions to go north to the chalkboard, east to the window, and so on.

Activity B - With teacher direction, the students will label the walls of their classroom with the cardinal directions. With teacher direction, the students will label the school playground, hallway and cafeteria with the cardinal directions.

Activity C - The student will write the cardinal directions in reference to his or her specific address.

Learner Outcome 3: The student will locate the United States, Louisiana and his parish on the appropriate map.

Activity A - Ask the student to locate on the appropriate map the United States, his state, and his parish. Provide smaller maps of the United States and have the students color in Louisiana and put an "x" indicating his parish location.

Activity B - Using a map template of Louisiana, the student will trace the outline of the state of Louisiana. Using a wooden map puzzle, the student will be able to correctly place the state of Louisiana on the map of the United States.

Activity C - On a map of the United States, the student will locate and identify, in addition to Louisiana, the border states.

Learner Outcome 4: The student will relate the earth to the sun to show day and night.

Activity A - Given a drawing with the earth and sun in relative positions, the student will determine what part of the earth is experiencing daytime and what part of the earth is experiencing nighttime.

Activity B - Using a flashlight and a globe, the child will visualize day and night by holding the flashlight while the globe is rotated.

Activity C - Given several locations in different hemispheres, the student will cite daytime or nighttime from a given time period.

*Learner Outcome 5: The student will use definite terms as minute, hour, yesterday, today.

Activity A - Given a list of hourly times, the student will read and write the time school begins, the lunch period, the time school ends, the time for certain television programs, the time he or she goes to bed. Have the student write three things that happened today and three things that happened yesterday.

Activity B - Using a play clock, the student will read the hour and minute. Ask the student to tell three things that happened today and three things that happened yesterday.

Activity C - The student can construct a birthday time-line with the birthdates of a grandparent, his/her parents, self and siblings.

B. TOPOGRAPHY

Generalization: Maps represent all or parts of the earth.

Learner Outcome 6: The student will identify the physical features of the community.

Activity A - Provide pictures of the local area. Discuss the land formations in terms such as flat, swampy. Ask the students to draw an illustration. Show the students contrasting pictures such as a mountain area.

Activity B - Take a field trip in the area and illustrate the land. Conduct a show and tell period to discuss illustrations of land formation.

Activity C - Ask the students to conduct an interview with someone from the community who could relate how the local land has been adapted in order to be used. For example, swampy land has been drained and subdivisions have been built. Buildings are constructed on top of "pilings."

Learner Outcome 7: Using a key that represents real objects, the student will construct a simple large scale map of a familiar area, such as a classroom.

Activity - Given a standardized scale of objects on a map key of the classroom, the student will complete the drawing of the classroom. Give practice using vocabulary such as scale and map key.

*Learner Outcome 8: The student will use map vocabulary such as capital, city, state, boundary, and country.

Activity A - Using a wall map of the United States introduce the location of Louisiana and its location in reference to the cardinal directions. Which states border Louisiana to the north, west, and east and what bodies of water border us to the east and south? Emphasize the general shape of the state of Louisiana, provide the students with an outline map of Louisiana and label: Louisiana, Baton Rouge, their home city, Mississippi River, Mississippi, Arkansas, Texas, Gulf of Mexico, north, south, east and west.

Activity B - Prepare a map for the students to cut out the shape of Louisiana as well as the labels listed in Activity A. Allow the students to use a reference map to label correctly.

Activity C - Ask the students to choose another state in the United States or perhaps another state that they have visited or one that they would like to visit. Ask students to trace the state and label the capital, cardinal directions, bordering states, and/or bordering bodies of water.

Learner Outcome 9: The student will identify specific land and water masses on a globe and on a variety of maps.

Activity - Give the student a map work sheet which includes Canada, Mexico and the United States. Let the student write these words where they belong on the map: United States, Atlantic Ocean, Pacific Ocean, Canada, Gulf of Mexico, Mexico, and Louisiana. Find these same places using a globe.

Learner Outcome 10: The student will identify the continents and oceans on a world map.

Activity - Provide the students with a copy of a world map. Have the students label the continents and the oceans. The students will color the land masses green and the water blue.

Learner Outcome 11: The student will trace a route of travel from his/her house to a friend's.

Activity A - Given a map of the school area, the student will be able to trace the route from his/her home to school.

Activity B - With assistance of another student or the teacher, the student will be able to trace the route from his/her home to that of a friend.

Activity C - Let the student plan a trip to a friend's house. Trace the route on a rough sketch map writing in street names and any other information he/she wishes.

C. CLIMATE

Generalization: Climate varies according to zone and location.

*Learner Outcome 12: The student will match the seasons with particular months in the northern hemisphere.

Activity A - The student will explain and summarize how the earth orbits around the sun and the length of the day changes. Thus, the temperature changes bring the seasons: summer, spring, fall and winter. Display a chart explaining how and why the earth has four seasons.

Activity B - The student will identify the current season and any concurrent holidays which fall in that season by constructing a chart depicting the holidays and special dates.

Activity C - The student will illustrate the position of the sun and earth during the winter and summer seasons.

Learner Outcome 13: The student will describe how climate affects the way people live.

Activity A - The student will place on a wall map of Louisiana products which are indigenous to our area. Discuss the types of food such as naval oranges, crawfish, rice, sugar, and so on. Relate how the climate enables Louisiana to produce certain products. Discuss festivals which relate to the area: Crawfish Festival, Strawberry Festival, and so on. Using a map key, place the products on the wall map.

Activity B - Ask the students to bring in a food label indicating that it was produced in Louisiana. Students may bring in such things as the top of an oyster jar, empty sugar bag, empty rice bag, and so on. The entire class could discuss why these products come from Louisiana. Relate climate to the products.

Activity C - Discuss the effect of climate on local festivals throughout the year. Ask students to discuss how changes in weather may affect the operation of the festival.

D. NATURAL RESOURCES

Generalization: The earth provides us with resources which may be allocated for various uses or conserved.

Learner Outcome 14: The student will define the term natural resource.

Activity - The student will draw or list natural resources found above or below ground level.

Learner Outcome 15: The student will define conservation.

Activity A - Discuss with the students Louisiana's natural resource, gas. Discuss the reasons for the wide use of gas and conservation of gas. Make a chart on the ways we can conserve gas. Write the definition of conservation.

Activity B - Have the students cite ways in which they can conserve school supplies such as paper towels, looseleaf paper, pencils, and so on.

Activity C - Have the students pretend they are a governing body and have them make laws that would preserve and conserve a specific natural resource. These can be put on posterboard and displayed for the student body.

*Learner Outcome 16: The student will identify different types of pollution.

Activity A - Provide the students with the labels air, water and land. Have the students cut out pictures or illustrate any kind of pollution. Have the students correctly place the picture under the correct label. Discuss the various types of pollution.

Activity B - Ask the students to discuss types of pollution they observe in the community. Make a list of pollution in the community.

Activity C - Ask the students to suggest proposals for resolving different types of pollution in the community; example, impose a fine for throwing trash on the street, highway, and so on.

*Learner Outcome 17: The student will describe how his/her environment can become spoiled.

Activity A - Take a walk in the school neighborhood and try to find as many causes of pollution as possible: trash on the school grounds, automobiles with defective exhaust systems, animal refuse, and so on. Have the students draw posters eliminating litter.

Activity B - Ask the students to plan a picnic lunch and list the types of things needed, emphasizing the type of articles and activities necessary to leave the area clean and orderly.

Activity C - Ask the students to construct a chart with causes of pollution and the solutions to help eliminate them. Have the students plan a Beautification Day for their school.

E. ECOLOGY

Generalization: Ecology refers to the interrelationship of man and his environment.

Learner Outcome 18: The student will identify some sources of energy like electricity and how to conserve them.

Activity - Ask the students to name different types of energy used to operate the home, school, and so on. Give examples of how each types of energy is used. For example:

How energy is used	How energy can be conserved
1. Electricity is used to run the air-conditioning system.	1. Set thermostat at 78°F.

*Learner Outcome 19: The student will explain the relationship between conservation and recycling.

Activity A - A good way to earn money for the school is by having a paper drive or collecting any other recyclable item such as aluminum. Discuss how the paper or aluminum is recycled and used again.

Activity B - Ask the student to tell how an article from home may be recycled; example, a student builds a treehouse from scrap lumber.

Activity C - Divide the class into two groups; have one group in favor of purchasing soda pop in cans and the other group in favor of purchasing soda pop in bottles. Have the two groups discuss the advantages and/or disadvantages of each.

VOCABULARY

1. above
2. Africa
3. Anarctica
4. Arctic Ocean
5. Arkansas
6. Asia
7. Atlantic Ocean
8. Australia
9. Autumn
10. Baton Rouge
11. below
12. boundary
13. business
14. Canada
15. capital
16. city
17. climate
18. community
19. community workers
20. conservation
21. continent
22. country
23. direction
24. distance
25. ecology
26. east
27. ecology
28. environment
29. Europe
30. far
31. globe
32. Gulf of Mexico
33. hemisphere
34. hour
35. left
36. Louisiana
37. map
38. map key
39. Mexico
40. minute
41. Mississippi
42. Mississippi River
43. natural resources
44. neighborhood
45. north
46. ocean
47. on
48. Pacific Ocean
49. parish
50. recycling

Vocabulary (cont.)

51. right
52. scale
53. seasons
54. south
55. Spring
56. state
57. state capitol
58. Summer
59. Texas
60. time
61. today
62. United States
63. west
64. Winter
65. yesterday

II. CONCEPTUAL STRAND: SOCIAL ORGANIZATION

A. FAMILY

Generalization: Each society develops institutions to aid the socialization of its members.

*Learner Outcome 1: The student will explain why a family is a special group that satisfies certain needs.

Activity A - Have a set of cards with the name of family members: father, brother, sister, grandfather, and so on. Have students role play their different functions. The class can chart the roles of the family members.

Activity B - Have a set of tasks or functions commonly carried out by family members. Have students place the function under the proper heading. Discuss why some functions overlap.

	MOTHER	FATHER	CHILD
1.	Washes clothes	Mows lawn	Sets table
2.	Makes lunch	Paints the house	Brings in trash can
3.	Buys family clothes	Washes car	Makes bed
4.	Mows lawn	Washes clothes	Rakes leaves

Activity C - Ask the students to compare the functions of their own families and contrast with another family of a different time period such as the colonial period or the year 2500. Encourage the use of reference books and encyclopedias.

B. HOME

Generalization: In every society, people need to provide shelter from the elements of nature.

*Learner Outcome 2: The student will identify different types of structures that serve as a home.

Activity A - Ask students to draw a picture of his home or of another person's. Have the students discuss the similarities and differences. Identify the building materials used.

Activity B - Ask each student to observe and respond to questions about study prints, other picture displays or models of housing of a variety of types.

Activity C - Ask the students to find illustrations of other homes in different countries. Discuss similarities and differences.

Learner Outcome 3: The student will explain how family heritage contributes to cultural differences.

Activity A - Ask the class to discuss their various nationality backgrounds. Have the class illustrate an activity particular to their heritage: St. Joseph's Day Altar, St. Patrick's Day Parade, Martin Luther King's birthday, and so on. If a student has a problem with an illustration, let him illustrate July Fourth.

Activity B - Show pictures of children from various parts of the world. Discuss the clothing and the common need for all people to wear clothing. This same procedure may be used to discuss food and shelter. Bring samples whenever possible.

Activity C - Ask the students to conduct an interview with several grandparents in the community to see where their family heritage lies. Using a world map, have the students locate these countries on the map.

C. COMMUNITY

Generalization: People have common needs which are met through membership in communities.

Learner Outcome 4: The student will identify those elements that make a community.

Activity A - Show the class a picture of a suburban community, a city community, and a rural community. Compare and contrast the things in the picture with their own community.

Activity B - Ask the student to draw a building in the community which fulfills a specific need; example, grocery store.

Activity C - Divide class into four groups and construct a television commercial about their local community, a city community, a suburban community and a rural community. Let each group try to convince a newcomer why they should move to that particular community. Let the newcomer make a decision and explain the reasons for his/her choice.

Learner Outcome 5: The student will compare the population of an urban community to a rural community.

Activity A - Make a list of the jobs that the parents have in the community. Ask the students to think of as many jobs in a rural area as possible. Compare the two lists and have the students discuss the reasons why more people live in an urban community. Discuss the traits of the people who live in their community, people who live in their own homes or an apartment, own at least one car, two television sets, washer, dryer, and so on.

Activity B - Given pictures of an urban community and rural community, ask the students to explain which community would be more densely populated and why.

Activity C - Give the students information on ethnic settlements in large cities. Lead them to question why this happens in large cities and compare this to settlements in rural communities.

Learner Outcome 6: The student will associate the everyday family needs with community agencies that meet those needs.

Activity A - Prepare two sets of cards; one with situations and another with services to meet the situation.

Situation	Service
"Let's play football."	Playground
"I'm afraid to cross the street."	Patrolman or school guard
"I'd like to see an elephant."	Zoo
"I want to make a peanut butter and jelly sandwich."	Grocery store

Give each student a card and the opportunity to find that card that matches. Ask the students to add to the game by preparing services that have not been discussed.

Activity B - Ask the students to make a list of various services that community agencies provide.

Activity C - Ask the students to compare the goods and services needed by their own family with a family in the rural or urban community. Help them to distinguish between public and private agencies.

Learner Outcome 7: The student will state some rules which protect rights and property of the community.

Activity A - Ask students to name situations in which rules must be followed. Discuss what would happen if the rules were not followed.

Ask the class to identify rules that are made by the community such as those dealing with signal lights, signs indicating school zone speed limits, no parking sign, and so on. Let the students categorize those rules that are made to protect people and those that are made to protect property.

Activity B - Name rules that are used in the classroom. Have the students illustrate one of these rules. Print rules on a poster to be exhibited in the classroom.

Activity C - Plan a trip to the local governing body of your community or ask a governing official to visit the class. Help the students to prepare questions to find out how laws are made for the community.

Learner Outcome 8: The students will identify services regulated by the local parish, state and national governments.

Activity A - Discuss with the students the regulations imposed by the local government and those imposed by the national government; for example, the national speed limit on our interstate highways is 55 mph, in the school zone 20 mph, $.18 to mail a first-class letter, and so on. Show different pictures that illustrate functions of the national government, such as the Army Corps of Engineers who assist Louisiana with flood control, the purple stamp found on meat indicating the grade, the National Weather Bureau, and so on.

Activity B - Prepare three sets of interlocking circles and help students complete the drawings to understand relationships. Ask students to label drawings.

Me	Neighborhood	State
Family	Local community	Nation

Activity C - The student will identify the three levels of government - local, state and national. Using the newspaper as a reference, see if they can find examples of government enacting legislation on the three levels.

Learner Outcome 9: The student will identify some of the consequences when laws are broken.

Activity A - Discuss and list the people of the community who enforce laws. Discuss the types of laws these people enforce. Invite someone from the local sheriff's office to speak with the students. Discuss the consequences when people violate the law.

Activity B - Discuss with the students the presence of a security guard at a local department store. What is the security guard's purpose? Discuss the need of crossing guards at the school's busy intersections and the need of obeying this person.

Activity C - Role play a mock court scene. Make up a situation where something has been stolen. Assign the different parts: judge, plaintiff, defendant, and so on. Divide the class into two groups and allow time for each side to develop its case.

D. CULTURE

Generalization: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

Learner Outcome 10: The student will be able to name types of food for which Louisiana is famous.

Activity A - Discuss special Louisiana type foods prepared in the students' homes. Bring rice to school. Discuss taste, nutrition, and texture changes when cooked. Examine aspects of rice such as growth, processing, and cooking. Discuss the Rice Festival held in Crowley, Louisiana in October of each year.

Activity B - Ask the students to bring to class samples of Louisiana food products. Collect, label and set up display table. Allow time for discussion.

Activity C - Have the students make a Creole or Cajun cookbook. Let each student contribute at least one recipe. Let each student write the recipes on his/her own ditto master.

Learner Outcome 11: The student will differentiate between food of various cultures (blacks, cajuns, orientals).

Activity A - Interview people of different cultures. Ask them which foods are common in their homes. Compare this list with the kind of foods eaten in their homes.

Activity B - Help the students make posters depicting foods enjoyed by the various cultures. The students can find and cut out pictures of different foods and glue to paper plates labeling the name of the culture.

Activity C - Plan a menu of each culture studied.

Learner Outcome 12: The student will recite poetry and stories built around Louisiana culture.

Activity - The teacher will read stories of Clovis Crawfish, Evangeline, Jean LaFitte, Berthe Amoss' - "The Witch Cat," and Louisiana Stories for Boys and Girls and so on.

Ask the student to find his/her own special story pertaining to Louisiana culture and have the student read or tell it in his or her own words to the class. Invite a local author to the classroom.

Learner Outcome 13: The student will identify building characteristics of a plantation home influenced by climate.

Activity A - Discuss with the students the construction of a plantation home referring to a picture of a plantation home. Explain how tall ceilings and windows kept home cooler during the summer. Living quarters were on the second floor; the first floor may have flooded. Wide porches (galleries) were built on all sides to take advantage of the cool breezes.

Activity B - Ask the students to explain how their homes' construction is influenced by climate. For example, many homes are air conditioned.

Activity C - Ask the students to draw a picture of their homes and compare similarities and differences with a plantation home. Emphasize changes influenced by climate.

Learner Outcome 14: The student will cite some of the fairs or festivals in his/her own area of the state.

Activity A - Disuss the origin of a local festival. Follow the events of the local festival. Ask the students to look for articles in the newspaper and compile these in a scrapbook. Survey how many students have attended the festival and let them tell their experiences to the class.

Activity B - For the students who have attended a festival, discuss the things they enjoyed. Let them tell their experiences to the class.

Activity C - Help the students to plan a festival which is different from any of their particular area. Invite another class to join in the fun.

Learner Outcome 15: The student will demonstrate an appreciation of music, instruments, and dances in Louisiana.

Activity A - Learn the Louisiana state song. Learn to sing songs about Louisiana in French. Listen to recordings of French or other cultural groups such as "Frere Jacques" and "Allouett."

Activity B - Stage a Fais-Do-Do. Discuss the term Fais-Do-Do and its meaning.

Activity C - Ask the students to bring to class pictures or drawings of musical instruments used by cultural groups. Invite a folk singer to demonstrate use of the instruments.

Learner Outcome 16: The student will demonstrate an appreciation of such Louisiana artists as James Audubon, Clementine Hunter.

Activity A - Take the students to a museum that displays works of Louisiana artists. Ask students to draw their own illustrations to a Louisiana story such as the crawfish in "Clovis Crawfish" or the alligator in "The Night Before Christmas."

Activity B - Tell the students how Tim Elder of "Crawfish Man" fame began his writing career. He grew up in Louisiana and many of his writings pertain to his childhood experiences.

Activity C - Ask students to write and illustrate their own story pertaining to a Louisiana artist.

Learner Outcome 17: The student will identify some inventions and/or innovations that have affected our culture.

Activity A - Discuss the invention of the grocery cart. How did people shop before it was invented? How do people shop today? What are the advantages or disadvantages of grocery carts? Did the grocery cart change our culture?

Activity B - Ask the students to discuss how their mothers wash clothes. Have them compare today's method with their grandmothers' methods. Ask the students to illustrate the various methods: wash board, wringer washing machine, and automatic washer.

Activity C - Help the student research an invention and develop a time line of its development. Have the student illustrate the time line. Ask the student to write a riddle about an invention and see if another student can guess the invention.

E. ETHNIC GROUPS AND CONTRIBUTIONS

Generalization: American society is composed of many ethnic groups, each with its own identity, contributions and conflicts.

Learner Outcome 18: The student will name ethnic groups who have made contributions to our community.

Activity A - Ask the student to interview staff and community members with various ethnic backgrounds. Make a booklet about the findings.

Activity B - Ask the students to ask their parents to identify their ethnic background. Make a chart and list the ethnic backgrounds. Discuss the contributions made by the parents to the community.

Activity C - Help the student research the ethnic background of a particular Louisiana Governor. Discuss the ethnic background and a major contribution of that particular Governor.

F. MORAL AND SPIRITUAL VALUES

Generalization: Each culture has its own system of moral and spiritual values.

Learner Outcome 19: The student will demonstrate appreciation of the different spiritual values which are accepted in our community.

Activity - Compare and contrast different religious holidays. Construct a chart of the religious groups and holidays celebrated. Select several holidays and help students prepare appropriate costumes. Help them plan different roles of a particular holiday for class presentation such as Hannukah and Christmas.

VOCABULARY

1. apartment
2. Cajun
3. city
4. climate
5. community
6. Creole
7. culture
8. ethnic group
9. fairs
10. Fais-Do-Do
11. festivals
12. galleries
13. government
14. Hannukah
15. heritage
16. law
17. local government
18. mobile home
19. national government
20. Oriental
21. plantation
22. population
23. recipe
24. rules
25. rural
26. shelter
27. society
28. suburban
29. state government
30. urban
31. value

III. CONCEPTUAL STRAND: ECONOMIC ORGANIZATION

A. SCARCITY

Generalization: The basic economic problem confronting all people is the conflict between unlimited wants and limited resources.

Learner Outcome 1: The student will distinguish between wants and needs.

Activity - Ask the students to make two lists: items in the home which are needs and those which are wants. Do the same activity for things in the classroom. Discuss in class and make individual chart or charts in groups.

*Learner Outcome 2: The student will differentiate between natural, man-made, and human resources.

Activity A - Organize the students in small groups and place resources listed on the board into categories: natural, man-made, or human. Example: doctor, wood, oil, teacher, steel, pencil, water, gas, plastic toys, parent, sunlight, bicycle.

Activity B - Help the students cut out pictures from magazines and paste under appropriate heading: natural, man-made and human with teacher direction.

Activity C - Ask the students to prepare a booklet on each category of resources, natural, man-made and human, giving three examples for each category and listing why each is useful or important.

Learner Outcome 3: The student will explain why resources for supplying goods and services are limited.

Activity - Plan a discussion on the uses of oil. Allow students to work in small groups and (1) list the various uses of oil, and (2) prepare an oral or written report on ways to save oil.

Learner Outcome 4: The pupil will describe different factors that affect an individual's food choices.

Activity A - The teacher will present information about two students making a decision about where to eat and what to have for lunch. Students brainstorm for as many factors as possible that would influence their choices.

Activity B - Help the students to identify the factors that affect an individual's food choices.

Activity C - Show the students pictures of two families that are different from each other. Read to them some family characteristics. The student will respond to such questions as "Will the amount of money required for food be the same for both families? What are some things in the picture that tells you about the family?"

B. INCOMES

Generalization: Labor income is the main source of income for most households. Incomes are earned by producing goods and/or services.

*Learner Outcome 5: The student will identify that some households obtain an income through some member(s) of that household working outside of the home.

Activity A - Divide the class into small groups. Provide a picture of a family: mother, father, son and daughter. Ask the groups to suggest different types of jobs that the family members might do outside of the home. Ask the group to select one job and estimate the wages one might earn. Ask the group to illustrate the different types of goods that one might purchase from the wages earned.

Activity B - Ask the student to describe the main source of income from his or her own family. Ask the student to illustrate the occupation of one of his or her parents.

Activity C - Ask the student to illustrate and name one job he or she would like and compare and contrast this job with one that he or she would not like. (Give reasons)

C. CONSUMERISM

Generalization: The conflict between unlimited wants and limited resources creates the need for decision making.

*Learner Outcome 6: The student will identify reasons for selecting goods and services he/she would like.

Activity A - Have the students complete an open sentence or an "I Want" List. Students may complete with words or pictures. From the list, select the item they want the most. They must justify their selection.

Activity B - Ask students to examine magazines or catalogs and cut out the ten things they would like the most. Paste pictures on construction paper and label, "I wish I had a...."

Activity C - Ask the students to look in a retail catalog and select items they want or need. Explain that they have $50 to spend. They must select items not to exceed this amount. The student will describe and defend the prioritized list.

Learner Outcome 7: The student will identify advertisements which attempt to mislead consumers.

Activity - Ask the students to role play food advertisements heard on television and radio. Discuss specific advertisements which are misleading and why. Ask the students to make a list of some products they or their family may have recently purchased that had the endorsement of some famous person (famous athlete, movie star, rock singer).

D. SPECIALIZATION

Generalization: Because households want more goods and services than can be produced with available resources, there is a need to find new and more efficient ways of using existing resources.

Learner Outcome 8: The student will recognize that specialization can increase productivity and income.

Activity A - Plan a visit to the school cafeteria where students may view specialization in production. Cite the various workers needed from the raw product to the finished product. Discuss the outcome of baking bread in the home versus production in the school cafeteria.

Activity B - Ask the students to make a list of workers and their functions in the school.

Principal
Teacher
Custodian
Bus Driver
Monitor
Teacher Assistant
Band Director
Secretary

Lead the students in a discussion about who would earn the most money and who would earn the least and why.

Activity C - Using the classified section of the newspaper ask the students to select a job they would want. Discuss the jobs they would want and have the students generalize that the better paying jobs require more education and/or a more specialized skill.

E. MONEY AND BANKING

Generalization: Money is a medium of exchange, a measure of value and a store of value.

*Learner Outcome 9: The student will demonstrate how money is used for obtaining goods.

Activity A - Give each student a sheet with the labels "Things I Like to Buy"; "Things I Like that are Free." Ask the student to place a monetary value on the things one would like to buy. Using play money have the students buy goods in the classroom.

Activity B - From a Top Value or S&H Green Stamp Catalog have the class select an item for the classroom. Ask the class to save the stamps to obtain the item. Relate how stamps are used instead of money.

Activity C - Help the students prepare a booklet on different ways to purchase goods. Explain to them the advantages and disadvantages of each way such as paper money, coins, credit, barter, check, charge account, etc.

Learner Outcome 10: The student will demonstrate an appreciation for saving money.

Activity - Discuss why people save their money. Visit a local savings institution or have a representative discuss the importance of saving money. Ask the students to discuss how they obtain something they want such as a bicycle. Do they have to earn some money toward the purchase by doing chores around the home? Do their parents give it to them as a gift for a special occasion such as a birthday? How many of them have their own savings account in the local bank?

F. TECHNOLOGY

Generalization: Technological change and inventions influence both production and consumption.

Learner Outcome 11: The student will name some tools in the home or school that help people.

Activity A - Discuss the different types of tools used in everyday life. Mae a list and name a comparable tool that makes work faster or easier. Example:

Washing dishes by hand	Using a dishwasher
Pen	Typewriter
Washing clothes by hand	Automatic washer
Spreading dirt with shovel and wheelbarrow	Using a bobcat
Sweeping the classroom with a broom	Using a vacuum cleaner

Activity B - Provide pictures or bring to school some tools and non-tools. Have the students classify the pictures and explain why the tools make work easier.

Activity C - Help students research the background of an invention that is of interest to them. Ask the students to compare work done before and after the invention was created.

G. NETWORKS

Generalization: A complex society requires advanced communication and transportation mechanisms.

Learner Outcome 12: The student will recognize how modern transportation has produced a better life-style.

Activity A - Discuss different modes of transportation found on rivers. Help students research and list various vessels found on rivers. Discuss which ones travel faster and place them in sequential order on a chart or mural. Discuss the importance of each: ferry boat, barge, paddleboat, tugboat, steamboat, and steamship. Have children discuss the types of cargo each carries and how our life-style is improved.

Activity B - Ask students to cut pictures from magazines and newspapers which illustrate modern transportation methods. From the pictures discuss what was used before and after a certain invention became available. Example: car, plane, and so on.

Activity C - Ask the students to make a list of articles made in a foreign country. Ask how the product got to the store. Have the student list possible ways the product reached the store.

Learner Outcome 13: The student will list the forms of transportation used in the transport of food (truck, boat, train).

Activity A - Provide pictures of types of transportation and different foods. Ask the students to list the kinds of foods that might be transported by these means.

Activity B - Invite a manager of a food dispatching plant to the class. Write out a list of questions to ask about food transportation.

Activity C - Make models of vehicles used to transport food. From a list of different foods ask the students to determine which would need refrigeration.

*Learner Outcome 14: The student will identify the telephone as a major source of communication.

Activity A - Discuss the telephone system's slogan, "Let Your Fingers Do the Walking Through the Yellow Pages." Discuss how time, energy and effort are saved by using the phone. Invite a phone official to discuss the importance of the phone in daily lives.

Activity B - Using a play telephone ask the student to dial his home telephone number and the telephone number of a friend.

Activity C - Ask the student to research and role play using the telephone in given situations such as:

1. What time does the next feature movie start?
2. Calling within the city or local area.
3. Calling within the state.
4. Calling within the United States.
5. Calling to a foreign country.
6. Fire and police.

VOCABULARY

1. advertisement
2. barge
3. barter
4. cargo
5. cash
6. communication
7. consumer
8. credit
9. endorsement
10. ferryboat
11. goods
12. human
13. income
14. invention
15. man-made
16. misleading
17. natural
18. network
19. paddleboat
20. product
21. resources
22. services
23. steamboat
24. telephone
25. tool
26. tugboat
27. transportation

IV. CONCEPTUAL STRAND: POLITICAL ORGANIZATION

A. GOVERNMENT

Generalization: Political systems exist to make authoritative decisions binding on all citizens.

Learner Outcome 1: The student will identify the levels of government and the executives in charge.

Activity A - Given the following material, ask the student to make a government mobile:

1. Word cards labeled:

LOCAL GOVERNMENT	STATE GOVERNMENT	NATIONAL GOVERNMENT
MAYOR	GOVERNOR	PRESIDENT
(MAYOR'S NAME)	(GOVERNOR'S NAME)	(PRESIDENT'S NAME)

2. Coat hanger and string.

Activity B - Give three sheets of newsprint labeled Mayor, Governor, and President to the student. Ask the student to glue a picture of each person to the correct sheet and write the name under it. (Names should be written on chalkboard.)

Activity C - Ask the student to glue a picture of the Mayor, Governor, and President on paper and write something about the person below the picture. The student should give the person's position in government and tell what the job includes. (The student should be allowed to use magazines, newspapers, and encyclopedias to complete this activity.)

*Learner Outcome 2: The student will demonstrate an understanding of the principle of voting.

Activity A - Give the students ballots similar to the example on the following page.

BALLOT

Choose one in each area by marking an X

DAY 1	PLAYGROUND	SWINGS SLIDING BOARD
DAY 2	CAFETERIA	WHITE MILK CHOCOLATE MILK
DAY 3	P. E. GAME	DODGE BALL KICK BALL
DAY 4	STORY	LISTEN TO A STORY SEE A SHORT FILM
DAY 5	FIELD TRIP	ZOO AIRPORT

After ballots have been collected and votes counted, the majority of votes in each area will determine the activity for the day.

Activity B - Ask the student to vote on an activity for the physical education period. Two choices should be given. A tally ballot should be put on the chalkboard. After all votes have been counted, students will tell which activity will be used.

Activity C - Ask the student to practice the democratic process at home. The student will ask his family to participate in a voting activity. Example: The student will have his family vote on dessert for that night. There should be two choices - ice cream and apple pie. The vote should be conducted by secret ballot. The student will write a report on the voting activity.

*Learner Outcome 3: The student will identify government services.

Activity A - The teacher will give a list of services that can be performed for a family. The student will list each service under the heading of Government or Non-Government.

GOVERNMENT	NON-GOVERNMENT
Playgrounds	Television repair
Water	Roof repair
Utilities - gas, electricity	TV cable installation

Activity B - Give the students five situations. Ask the student to decide whether the service is a government service or must be handled by the family.

Activity C - The student will match a government worker's job title with its function. List government jobs on the chalkboard. Provide role playing cards. Have one student role play and the remainder of the students will identify the job title; example, bus driver, policemen, librarian, and school nurse.

WORKERS:

Police
Mail workers
Lifeguard at a beach
Doctor (Clues to be created by teacher)
Fire worker
Teacher
Bus driver
Garbage collector

Learner Outcome 4: The student will distinguish between levels of government.

Activity A - Give the student four sheets of paper. The student will print ME, CITY, STATE, and NATION at the bottom of the paper.

Ask the student to draw a picture or find an illustration in a magazine for each sheet. Examples:

1. For ME, the student will draw himself or find a picture of a child in a magazine.
2. For CITY, the student will draw a tall building or a busy street scene.
3. For STATE, the student will draw or find a picture of something the state is famous for or one of its well-known landmarks.
4. For NATION, the child will draw or find a picture of the American Flag, the White House, or the President.

After completing the sheets, the student will stack them in order and fasten at the top.

Activity B - Ask the student to illustrate an example of how the government assists his daily life. Through class discussion and direction classify the examples under local government, state government, or national government.

Activity C - Help the student to plan a scrapbook of pictures and items associated with the student, the city, state and nation.

*Learner Outcome 5: The student will describe some of the services provided by local government.

Activity A - Help the student plan a chart on a sheet of newsprint or drawing paper folded to have five sections. At the top of each section he will write one of the following categories:

1. Places for fun
2. Places for safety
3. Places to learn
4. Places for communication
5. Places for transportation

Under each category, the student will list the places in his city providing those services.

SAMPLE LIST

Police station
Swimming pool
Bus station
Telephone company
Power company

Park
Fire station
School
Museum
Post office

Airport
Library
Hospital
Gas company
Courthouse

(The categories and list should be written on the chalkboard.)

Activity B - Ask the student to make a collage of the services available to people in his area. The pictures may be collected from newspapers, magazines, pamphlets, and so on. (Services: police, fire, sanitation, mail, transportation, waterworks, streets and roads, communication, medical, schools, libraries, recreation, museum.)

Activity C - Conduct the activity as suggested in Activity A. After completing the chart, ask the student to research the name and location of the nearest post office, hospital, and airport servicing his city. The student will share his report with the class.

*Learner Outcome 6: The student will identify some services community workers do for us.

Activity A - Ask the student to participate in an identification game concerning community workers. To play this game, a set of cards containing the names of community workers such as policemen, fireman, teacher, doctor, nurse, librarian, and so on is needed. The student will form a circle holding hands. The leader will hold up one of the cards for all to see and the leader will point to one person in the circle who will tell one way in which the worker on the card helps people in the community. Each time the same card is held up, a different way must be given. If one person gives the wrong answer, he must go inside the circle until he can earn his way back by giving a correct answer when another student gives an incorrect response.

Activity B - Conduct the activity as suggested in Activity A. Instead of using word cards, the students should have pictures of the community workers.

Activity C - Help the student write a creative story in which a community worker helps a person or group.

Learner Outcome 7: The student will identify some of the major functions of city government.

Activity A - With the help of the teacher, the students will compose a letter to the mayor asking that he or a representative from his office visit the class. He will be asked to explain the function of city government (or the class may visit the mayor's office or city hall). After the visit, each student will be asked to write one thing he learned about city government. The responses will be compiled and a list made.

Activity B - Conduct the activity as suggested in Activity A. The students will give the responses orally. A chart will be made of responses and discussed with the students.

Activity C - Conduct the activity as suggested in Activity A. The students will write at least three things they learned about city government. The students will get together in groups to compile their ideas. Each group will make a list. The lists will be compared and discussed with the class.

B. LAW

Generalization: Every society creates laws and imposes sanctions and penalties for violations of the laws.

*Learner Outcome 8: The student will tell the importance of rules and laws.

Activity A - Each student will make a list of five classroom rules. The lists will be compiled and a chart of the most frequently mentioned rules made. The students will suggest penalties for students who violate the rules.

Activity B - The students will give suggestions orally for classroom rules. The rules will be listed on a chart. The students will give suggestions for penalizing students who violate the rules.

Activity C - Assist the student in making local traffic signs, showing the traffic laws that protect us. When the sign is completed, ask the student to write a paragraph telling what the sign is used for and how it protects us.

Learner Outcome 9: The student will recognize that freedom has limitations.

Activity A - Ask the student to select one of the following topics and write why freedom must be limited in that area.

Topics:

1. Freedom to put trash where you please.
2. Freedom to drive as fast as you please.
3. Freedom to swim where you please.
4. Freedom to neglect a building that you own.
5. Freedom to talk when you please.
6. Freedom to park where you please.
7. Freedom to do what you please in school.

The student will share his ideas with the class.

Activity B - Conduct the activity as suggested in Activity A. The student will give his suggestions orally. A chart will be made or the suggestions will be written on the board. The students will discuss the suggestions given.

Activity C - Ask the student to write why freedom must be limited in each area given under Topics for Activity A. The student will share ideas with the class.

C. CITIZENSHIP

Generalization: Citizenship in a democracy is the exercise of duties, responsibilities and privileges.

*Learner Outcome 10: The student will demonstrate responsibility.

Activity A - A chart or a space on the board will be used to list classroom helpers. Teacher will appoint helpers during the year to assume responsibilities for each week. Examples:

MESSENGER: ______________________
CENTERS: ________________________
BOARD: __________________________
WINDOWS: ________________________
WATER PLANTS: ___________________
LIBRARY CORNER: _________________
DUSTING: ________________________

Keep a record and make students responsible for their duties such as a picture of an Octopus displayed showing the name of the student and his responsibility.

Activity B - Assign the students responsibilities for changing the dates on classroom calendars, passing and collecting papers, keeping his own area clean, returning activities to centers, and the care of class playground equipment.

Activity C - Initiate a discussion on the kinds of responsibilities a student has to his school and community. The student will make his own list of those responsibilities he considers most important and share the list with his classmates.

*Learner Outcome 11: The student will identify some of the qualities of responsible citizens.

Activity A - Make a chart with names of responsible citizens written on the top. Write three columns of at home, at school, and in the community. Ask students to list under each qualities that make a good citizen.

Activity B - Ask the student to circle the word or group of words that describe a good citizen.

forgets rules	obeys rules
friendly	unfriendly
selfish	unselfish
always late	always on time
truthful	untruthful
kind	cruel
harmful	helpful
careful	careless

Activity C - Ask the students to write a story describing a responsible citizen. The students might like to include an illustration with their story.

Learner Outcome 12: The student will demonstrate the ability to solve a problem by working cooperatively.

Activity A - Ask the students to decide on a problem that exists in the school and discuss ways in which the problem can be solved. Representatives will be sent to the other classes on that grade level to present the class's views on the problems and get suggestions. The class will then attempt to solve the problem using the suggestions and a definite plan.

Activity B - Conduct the activity as suggested in Activity A. In groups, the students will discuss the problem they consider most important and think of ways to solve it. Their solutions, given orally, will be written on a chart. The class will discuss each group's ideas.

Activity C - Conduct the activity as suggested in Activity A. Help the students to form committees to discuss the problem. Have each committee report its findings to the class. Then let the class vote on which decisions should be used.

*Learner Outcome 13: The student will identify the American flag as a symbol of patriotism.

Activity A - Assist the student in constructing a miniature flag in order to familiarize them with the colors, design, and symbolism of the United States flag. Have the students write the rules for proper display of the flag. These can be posted in the hallway or cafeteria for all to see.

Activity B - Conduct the activity as suggested in Activity A. The student should also find and illustrate other symbols of freedom, such as the Statue of Liberty, Liberty Bell, Eagle, Pledge of Allegiance.

Activity C - Ask the student to research the history of the flag and present a short play on the role of Betsy Ross. Invite other classes to act as an audience.

VOCABULARY

1. authority
2. ballot
3. candidate
4. citizen
5. community
6. democratic
7. democracy
8. elect
9. election
10. enforce
11. executive
12. freedom
13. govern
14. law
15. loyalty
16. majority rule
17. protect
18. nation
19. neighborhood
20. nominate
21. nominee
22. patriotism
23. polls
24. power
25. president
26. protect
27. qualifications
28. representative
29. responsibility
30. republican
31. run (for an office)
32. state
33. vote

V. CONCEPTUAL STRAND: HISTORICAL HERITAGE

A. CHANGE

Generalization: Change has been a universal characteristic of all human societies.

*Learner Outcome 1: The student will contrast the old with the new.

Activity A - Ask the student to draw or find illustrations of old and new cars to make a folder showing the change in them over the years. The pictures should be arranged in sequential order from earliest to present-day vehicles. Compare the changes.

Activity B - Ask the student to draw or find an illustration of an antique car and one of his favorite automobiles today. He should put the pictures on construction paper and label them THEN and NOW. The pictures can be displayed around the room.

Activity C - Conduct the activity as suggested in Activity A. The student will include a short report telling how we would be inconvenienced now if we used the old cars. Also, tell in what ways our lives might be better if we were still using the old cars. Make a chart showing advantages and disadvantages.

B. CAUSE AND EFFECT

Generalization: Inventions and technology have altered and affected the lives of human beings.

Learner Outcome 2: The student will identify some advances in technology.

Activity A - Ask the student to make a chart naming things that were used THEN and NOW. Demonstrate the use of the vacuum cleaner as compared with the broom. In the classroom, scatter paper scraps, sawdust, etc.; pupils take turns using the broom and the vacuum cleaner to show the superior speed and efficiency of the machine.

Examples:

THEN	NOW
candle	lamp
fan	air conditioner
ice box	refrigerator
slate and chalk or paper and pencil	computer
ship moved by a sail	ocean liner
scrub board	washing machine
sun dial	clock
needle and thread	sewing machine
fireplace	stove
broom	vacuum cleaner

Activity B - Ask the student to participate in making a list of things that make life easier for him that the early settlers didn't have.

Examples:

1. dishwasher
2. washing machine
3. clothes dryer
4. air conditioner
5. computer
6. calculator
7. television
8. hot/cold water in home
9. electricity (all appliances)
10. lights

Activity C - Ask the student to describe something he might like to invent. He should think in terms of something that might affect history. (The student will draw a picture of this invention, give it a name and tell how it works.)

C. CONTRIBUTIONS OF INDIVIDUALS

Generalization: Leaders in various positions have made substantial contributions to this country which have influenced the course of history.

Learner Outcome 3: The student will identify major facts and accomplishments in the life of Abraham Lincoln.

Activity - Help the student to find stories or pictures about Lincoln. Read to them about some of his humanistic qualities. Ask the students to write or tell which ones they most admired and why.

*Learner Outcome 4: The student will identify some of the major facts and contributions of Helen Keller.

Activity - Read to the students about the life of Helen Keller. Lead them in a discussion about handicapped persons and how handicaps may be overcome by a person's will and determination. Make a list of handicapped people they know in the community.

*Learner Outcome 5: The student will describe Columbus' voyage and discovery of America.

Activity A - Ask the student to draw a picture of what they think Columbus' ship looked like. Show them actual pictures of the ship and compare. Point out Columbus' character in his determination to sail West. Help the student to find stories or pictures about Columbus.

Activity B - Ask the student to draw a picture of what Columbus might have seen when he first stepped on this "new land."

Activity C - Ask the students to pretend they are on Columbus' first voyage to the New World. What are some things that Columbus would need on this voyage? Ask the students to write a paragraph on how Columbus might have felt upon landing on new shores.

*Learner Outcome 6: The student will identify some of the discoveries of George Washington Carver.

Activity A - Ask the student to make a list of several uses Carver discovered for the peanut. Help students to find stories and pictures about George Washington Carver.

Activity B - Ask the student to bring pictures of different products made from peanuts. Make a bulletin board display of the pictures with a photograph of Carver.

Activity C - Read to the students some excerpts from Carver's life. Point out his background and how he overcame disadvantages to become a successful scientist. Ask students to write a sentence about how they might overcome disadvantages in their lives.

Learner Outcome 7: The student will tell some of the advantages of Martin Luther King's philosophy on violence.

Activity A - Ask the student to discuss King's non-violent philosophy and tell why it might be helpful. Teacher provides background knowledge.

Activity B - Ask the student to tell how a playground problem could be solved non-violently.

Activity C - Ask the student to participate in a discussion of a problem our city, state, or nation might be having. The student will give an idea of how the problem could be solved non-violently.

D. LANDMARKS

Generalization: One means of honoring and remembering our country's past is through the recognition of national shrines and historical landmarks.

*Learner Outcome 8: The student will identify some American landmarks.

Activity A - Help students make a scrapbook of pictures of national shrines or historical landmarks. (Travel brochures for various cities around our nation give historical landmarks and may contain pictures.)

Activity B - Assist the students in making a bulletin board display of historical landmarks. The students should bring in picture postcards of famous landmarks in our country and discuss each landmark's importance. Students who may have visited any of the landmarks should be allowed to tell about the visit.

Activity C - Conduct the activity as suggested in Activity B. The student will write a paragraph to go with the postcard contributed for the bulletin board display. The paragraph should include something about a visit he may have made to the landmark or some description of the landmark on the card.

E. HOLIDAYS, CUSTOMS AND TRADITIONS

Generalization: A knowledge of the past is necessary to understand present and future events.

*Learner Outcome 9: The student will identify significant historical dates and events in America's past.

Activity A - The student will make a mural of major events in American history. Sample topics:

1. Columbus' discovery of America - October
2. Pilgrim's landing at Plymouth - November
3. Washington - First President - February
4. Beginning of this Nation - July
5. Lincoln - Sixteenth President - February
6. Louisiana Purchase - April
7. Huey Long's Birthday - August

Activity B - Ask the student to listen to tapes or view films about holidays and customs and then tell the stories to others. The stories will be selected according to a calendar of the stories, customs or holidays.

Activity C - Ask the student to select one major event in American history, research to learn more about it and give a report to the class.

Learner Outcome 10: The student will tell the meaning of a specific holiday.

Activity A - Help the student to write a short story describing how he/she celebrates a certain holiday.

Activity B - Ask the student to tell how his/her family celebrates a specific holiday.

Activity C - Assist the students to research and report on early Indians of Louisiana.

Learner Outcome 11: The student will describe the Mardi Gras tradition.

Activity A - Ask the student to define "Mardi Gras" and draw an appropriate illustration of the many scenes of the Mardi Gras. Display the scenes in the classroom or cafeteria during the carnival season.

Activity B - Assist the students in a discussion of Mardi Gras. Ask students to make a shoebox float and have a Mardi Gras parade of the floats. Invite other classes to view and vote for the best float in the parade.

Activity C - Ask the students to participate in a discussion of the Mardi Gras season and write a short paragraph telling why we celebrate it. Help students to find stories and pictures about the Mardi Gras tradition.

Learner Outcome 12: The student will identify some local traditions.

Activity A - Ask the student to make a list of traditions and mark those that are followed in his area.

Activity B - Ask the student to name some traditions typical of the area in which he lives.

Activity C - Ask the student to select one local tradition, write a short paragraph about it, and share what he wrote with the class.

VOCABULARY

1. discover
2. Carver, George W.
3. Columbus
4. King, Martin Luther
5. Lincoln, Abraham
6. Lincoln Memorial
7. Long, Huey
8. Louisiana Purchase
9. Nation's Capital
10. New World
11. Nina
12. non-violence
13. Pinta
14. peanut
15. Santa Maria
16. tradition
17. violence
18. Washington D.C.
19. Washington, George
20. White House

GRADE THREE

CONTRASTING COMMUNITIES

I. CONCEPTUAL STRAND: PHYSICAL GEOGRAPHY

A. LOCATION

Generalization: Objects may be spatially related as to direction, distance and time.

Learner Outcome 1: The student will identify cardinal directions on a map.

Activity A - On a simple outline map of Louisiana, ask the student to label the four cardinal directions and add the four intermediate directions.

Activity B - On an outline map of Louisiana ask the student to identify the four cardinal directions and label the directions in a group activity.

Activity C - On a simple outline map of the United States, the students will label their city and state. Construct a color coded map key to show the city and state. Properly label the map to show cardinal directions as well as the intermediate directions, such as southeast.

Learner Outcome 2: The student will locate Louisiana on a map of the United States.

Activity A - On an individual outline map of the United States, ask the student to outline the state of Louisiana and label the capital city, the Mississippi River, and the Gulf of Mexico.

Activity B - On a larger classroom map, ask the student to identify Louisiana and then draw its outline on a sheet of paper. Label Baton Rouge and New Orleans.

Activity C - On an individual map of the United States, ask the student to label Louisiana, Baton Rouge, and construct a color coded key to show the state and capital.

Learner Outcome 3: The student will identify the name and location of certain bodies of water in or near Louisiana such as the Mississippi River, the Gulf of Mexico, the Red River, the Sabine River, Lake Ponchartrain and the Toledo Bend Reservoir.

Activity - Ask students to locate on an outline map of Louisiana the Mississippi River, the Red River, the Sabine River, Lake Ponchartrain, the Toledo Bend Reservoir. Have them label the Gulf of Mexico.

Learner Outcome 4: The student will locate his/her community on a map.

Activity A - On an outline map of Louisiana, ask the students to outline their parish and place symbols for any main rivers and cities that are in or around the parish.

Activity B - On an outline map of Louisiana ask the students to identify and label their parish and city or town.

Activity C - Have the students locate Louisiana on a globe and map of the United States. Ask them to identify the community and determine its location by direction from major physical features in the state.

Learner Outcome 5: The student will explain changes in day and night in terms of earth movement.

Activity - Darken the room. Hold a flashlight in a stationary position to represent the sun. Direct the beam of light toward the equator to see one side of the globe lighted. (This side is having day. The other side is having night.) Rotate the globe slowly from west to east to see sunrise, noon (directly in line with the center of the beam), and sunset.

Learner Outcome 6: The student will identify the earth's neighbors in space.

Activity - Make an illustration of the solar system. Ask students to place the name of the planets in the correct order from the sun. (Ex. - Draw a diagram of the solar system on the board. Students place cards with names of the planets in the correct place in the solar system.)

B. TOPOGRAPHY

Generalization: Maps represent all or parts of the earth.

*Learner Outcome 7: The student will identify the continents and oceans.

Activity A - Ask the students to identify and name the continents and oceans of the world on both a globe and large class map. On individual maps, ask each student to label the continents and oceans.

Activity B - On a globe and world map, ask the students to locate and name the continents, oceans, and equator.

Activity C - On a globe and a map of the world, ask the students to identify the equator, prime meridian, tropics, continents, oceans, large islands and hemispheres.

Learner Outcome 8: The student will relate his present knowledge about environment to different ways of living in different places.

Activity A - Complete a chart headed "Food, Clothing, and Shelter" with names of groups of people from different sections of the world. Ask students to determine how these people meet their needs for food, clothing and shelter in their environment and fill in the chart with the correct information.

Activity B - Explain two pictures in which landforms are different and different crops are growing. Ask the students to tell why the area is suitable for the crop in each picture.

Activity C - Ask the students to make a chart on Louisiana and Alaska, comparing average temperatures, crops grown, population, and land elevation. Point out how location determines differences.

Learner Outcome 9: The student will interpret a simple large-scale map of a given area.

Activity A - Ask the students to construct a map of the classroom. Measure the length and width of the room. Construct a scale and draw the room on a sheet of paper that is at least 9x12 inches.

Activity B - On a worksheet that has two houses drawn 6 inches apart; and given the key in which one inch equals one mile, ask students to measure the distance between the two houses.

Activity C - Ask the students to measure the distance from their house to their nearest neighbor (or substitute an object). Make up a scale and show the correct distance in a simple, sketched map or drawing.

Learner Outcome 10: The student will interpret a map key to obtain information.

Activity - On individual outline maps of the United States, ask the students to label Louisiana and the states touching Louisiana--Texas, Arkansas, and Mississippi. Color each state a different color and construct a key which shows each color and the name of its corresponding state.

Learner Outcome 11: The student will identify the equator and prime meridian on a map of the world.

Activity A - Ask the students to trace the equator on a large class map. List the continents that are north and south of the equator in whole or part. Ask the students to trace the prime meridian on a large class map. List the continents that are east and west of the prime meridian in whole or part.

Activity B - Ask the students to trace the equator on a large map. Write one continent that is completely north of the equator and one that is completely south of the equator. Trace the prime meridian and name seven continents that are east and west of the prime meridian.

Activity C - Ask students to write a report on Greenwich, England and its relationship to the prime meridian.

Learner Outcome 12: The student will write cardinal map directions given their abbreviations.

Activity - Ask the students to write the words represented by N, S, E, and W and NW, SW, SE, and NE.

*Learner Outcome 13: The student will compare a flat map to a globe.

Activity A - Ask the students to locate the continents and oceans on a globe and on a flat map. Sketch an outline of each continent and label.

Activity B - Ask the students to locate each continent and ocean on the globe and point them out on a world map.

Activity C - Ask the students to trace the boundary line between Europe and Asia and verify, using the globe.

Learner Outcome 14: The student will compare small objects as representations of real size objects.

Activity A - Ask the students to find Louisiana on a United States map and compare the size on the map to the state itself.

Activity B - Ask the students to bring a picture of their homes and school. Have them compare the picture to the actual size of the home or school.

Activity C - Ask the students to sketch a map of their school playground. Include play equipment or basketball goals and compare the picture to the real object.

C. CLIMATE

Generalization: Climate varies according to zone and location.

Learner Outcome 15: The students will recognize the relationship between latitude and climate.

Activity A - Ask the students to compare average temperatures of cities at twenty degree intervals both north and south of the equator. (Example: 20N, 40N, 60N, etc.)

(Obtain names of cities at intervals and use resource material to obtain temperatures.) After recording temperatures, discuss the relationship between latitude and climate. Infer what effect latitude would have on activities of people.

Learner Outcome 16: The student will discuss how the climate of Louisiana is affected by its coastal location.

Activity - Using the newspaper, ask students to clip the weather charts. Orally discuss how the conditions in the Gulf affect the weather in Louisiana.

Learner Outcome 17: The student will identify some ways in which the environment has been modified.

Activity A - Provide pictures of things used in Louisiana for flood control such as the seawall at Lake Ponchartrain, the Bonne' Carre Spillway and the levees built along the Mississippi. Discuss the advantages. Ask students to write a short paragraph telling how one of the projects modified the environment. If possible take a field trip to see a seawall, etc.

Activity B - Read to the students how the Bonne' Carre Spillway was constructed or a similar flood control measure. Discuss ways the environment has been modified because of the Spillway.

Activity C - Ask the students to research any flood measures near their community. Have them prepare reports on possible solutions to flooding or other dangers to their community.

Learner Outcome 18: The student will identify ways of adapting to different climatic regions in North America.

Activity A - Ask the students to identify the climates of different areas of North America and name devices which compensate for temperatures. (Electric heaters, fireplaces, air conditioners, hand fans, and electric fans.)

Activity B - Ask the students to draw pictures to illustrate adaptations to each of the climatic regions.

Activity C - Ask the students to set up a bulletin board exhibit using pictures of people of different climatic regions in North America. The manner of dress should be representative of each climatic region.

Learner Outcome 19: The student will identify advantages of seasonal variations.

Activity A - Ask the students to make individual charts according to the season. For each season, collect pictures, draw, or write in: (1) the foods available, (2) flowers in bloom, (3) clothes mostly worn, (4) sports and games played, and (5) special holidays that are celebrated.

Activity B - Ask the students to make a crayon drawing expressing how one would look and feel in these situations: Wearing winter coat on a 100-degree day; skiing in a grassy valley; wearing a bathing suit in a snowstorm; having a picnic during a hurricane; dancing a ballet solo on a steep mountain slope during a blizzard.

Activity C - Ask the students to construct a chart entitled "Fun: Winter, Summer, Spring, and Fall." Under each season, list recreational activities that take place during each season. List some recreational activities found in Louisiana during each season.

D. NATURAL RESOURCES

Generalization: The earth provides us with resources which may be allocated for various uses or conserved.

*Learner Outcome 20: The student will identify certain natural resources related to Louisiana.

Activity A - Given pictures of products, or the actual products, ask the students to make a display by matching the picture of the product with the natural resource from which each comes.

Activity B - Ask the students to cut out pictures of natural resources (trees, water, etc.) and write a sentence under each picture telling what it is and how it can be used.

Activity C - Ask the students to research to find the natural resources of Louisiana and pictures to show uses of the resources. Ask students to make a booklet using the pictures and write a short sentence about each picture.

Learner Outcome 21: The student will distinguish between wise and unwise uses of natural resources.

Activity A - Ask the students to construct a booklet illustrating wise and unwise use of water, trees, and oil.

Activity B - Collect or draw pictures of wise and poor uses of natural resources. Play a game: The teacher holds up a picture. A child names the resource and tells if it's being used wisely or unwisely. Teams could be made up with points for correct answers.

Activity C - Ask the students to make a scrapbook of collected newspaper articles depicting wise and poor uses of natural resources. Pick one article and give an oral report.

E. ECOLOGY

Generalization: Ecology refers to the interrelationship of man and his environment.

Learner Outcome 22: The student will identify human methods of shaping and adapting environments to meet human needs.

Activity A - Ask the students to write sentences giving examples of the following ways humans have changed the face of the earth: burned, blasted, shoveled, tarred, drained, filled, plowed, and flooded.

Activity B - Ask the students to discuss how constructing a wide highway may destroy much forest land and farms. Then, tell the advantages of a wide highway. Using the same technique, discuss building dams.

Activity C - Ask the students to make committee reports on what the state and federal governments are doing to conserve resources.

Learner Outcome 23: The student will discuss how the balance of nature, if upset by man, can result in tremendous costs to future generations.

Activity A - Abundance
(1) an area with trees
(2) clean water
(3) clean air
(4) oil
(5) birds

Ask the students to collect pictures or illustrate the above resources and place on a chart. Next to each category, list what will happen if those resources are depleted or used unwisely. (Example: A picture of a river or lake--loss of fish life, no swimming, contaminated drinking water, etc.)

Learner Outcome 24: The student will identify the environmental factors that affect the production of foods (insects, flood, drought, soil type, climate).

Activity A - Ask the students to list factors that affect the production of foods. Brainstorm ways these obstacles can be overcome.

Activity B - Ask the students to discuss the environmental factors which contribute to an abundance of rice, strawberries, seafood, and other products in Louisiana. After discussion, ask students to list some environmental factors that contribute to the abundance of Louisiana products.

Activity C - Ask the students to research ideal environments for wheat, citrus, apples, and seafood. Identify which parts of the United States these products could be raised or grown in. Compare to where they are actually grown.

VOCABULARY

1. atlas
2. capital
3. cardinal direction
4. city
5. climate
6. conserve
7. content
8. continent
9. direction
10. ecology
11. energy
12. environment
13. equator
14. Gulf of Mexico
15. hemisphere
16. intermediate direction
17. island
18. Lake Ponchartrain
19. Mississippi River
20. natural resource
21. ocean
22. pollution
23. prime meridian
24. protect
25. Red River
26. Sabine River
27. scale
28. solar system
29. state
30. temperature
31. Toledo Bend Reservoir
32. tropic

II. CONCEPTUAL STRAND: SOCIAL ORGANIZATION

A. FAMILY

Generalization: Each society develops institutions to aid the socialization of its members.

*Learner Outcome 1: The student will identify the responsibilities of family members in a contrasting community or culture.

Activity A - Ask the students to bring pictures of families from other countries. Discuss with them how roles change or are different in other lands.

Activity B - Ask the students to make a list of the chores of each of the family members. Explain the contributions of each member. How are they different or alike from your family?

Activity C - Ask the students to make comparisons between the responsibilities in their families and those of another family in another culture. Have a class discussion on differences and similarities.

Learner Outcome 2 - The student will identify the value of a family group working together.

Activity - Collect pictures or make illustrations showing family members working together. (Pictures may show painting the house, raking leaves, etc.) Discuss what would happen if a family member made no contribution or did not cooperate.

Learner Outcome 3: The student will demonstrate that members of a group learn to behave as part of a group.

Activity - Make a list of classroom standards together. Tell what each means. Discuss why each is important to the well-being of the whole group.

B. HOME

Generalization: In every society, humans need to provide shelter from the elements of nature.

*Learner Outcome 4: The student will identify basic patterns of shelters.

Activity A - Ask the students to read to find out about different kinds of shelters. Report findings to the class and illustrate.

Activity B - Ask the students to list as many kinds of shelters as possible. Circle those that are not houses.

Activity C - Ask the students to collect pictures of different kinds of shelters. Organize the collection and begin a scrapbook. Identify different categories of shelters.

C. COMMUNITY

Generalization: Humans have common needs which are met through membership in communities.

Learner Outcome 5: The student will identify ways in which the people of a community interact with each other.

Activity - Ask the students to interview one or more of the following persons and report on what they do in their jobs to make the community better: a playground worker, police officer, fire fighter, school principal, garbage worker, teacher. Write a short paragraph on what you (each student) do to make your community better. Write three statements from the person interviewed on ways they made the community better.

Learner Outcome 6: The student will identify service occupations in his community.

Activity - Ask the students to make a list of at least five positions of people who render services to their community. Describe, in a paragraph, the services each renders.

Learner Outcome 7: The student will identify ways in which government provides services to make the quality of life better.

Activity - Ask the students to discuss the word "public." Make a list of the public
(1) playgrounds
(2) parks
(3) hospitals
(4) art museums (or other museums supported by the government or people)
(5) libraries
in your community. Ask students to list services provided by these facilities.

Learner Outcome 8: The student will identify elements of cultures that have been borrowed.

Activity A - Ask the students to bring in recipes from home that were borrowed from other cultures (foreign foods). Find pictures of the foods if possible. Make a bulletin board, "Meals Around the World."

Activity B - Given pictures of clothing worn by people of other cultures, ask the students to select the pictures of clothing that some Americans wear.

Activity C - Ask the students to bring recipes from home using some of Louisiana's products such as rice, strawberries, sugar, or corn. Collect recipes and make into a booklet for each student.

E. ETHNIC GROUPS AND CONTRIBUTIONS

Generalization: American society is composed of many ethnic groups, each with its own identity, contributions and conflicts.

*Learner Outcome 9: The student will identify contributions to America by individuals of different ethnic backgrounds.

Activity A - Ask the students to use an encyclopedia or library books to show and find some contributions to one of the following: Louis Armstrong, George Washington Carver, Martin Luther King, George Washington, Thomas Jefferson, Squanto, Sacajaweo, and Sitting Bull.

Activity B - Ask the students to collect and display handmade Indian products.

Activity C - Ask the students to write biographies of famous Blacks in American history. Compile a booklet. Discuss their contributions.

Learner Outcome 10: The student will identify different factors (family, religion, nationality) which can affect the foods we eat.

Activity A - Ask the students to interview people from other countries about the foods they eat. Have a tasting party featuring their foods.

Activity B - Discuss with the students different factors that affect the foods we eat.

Activity C - Ask the students to write to pen pals overseas about food customs.

Learner Outcome 11: The student will aurally identify foreign languages.

Activity - Read to the children Clement C. Moore's "Twas the Night Before Christmas" and read James Rice's "Cajun Night Before Christmas." Discuss the dialect of James Rice's "Night Before Christmas." Ask students to relate differences.

F. MORAL AND SPIRITUAL VALUES

Generalization: Each culture has its own system of moral and spiritual values.

Learner Outcome 12: The student will identify behavior that is influenced by the family and peer group.

Activity - Ask the students to discuss (1) behavior that is expected in their family and (2) behavior that they like in a friend or peers. Have them list characteristics of behavior that make their family operate well and list behavior that makes them and their friends get along.

VOCABULARY

1. attitude
2. behavior
3. community
4. contributions
5. culture
6. custom
7. ethnic
8. government
9. interdependent
10. moral
11. prejudice
12. public
13. racial
14. religion
15. shelter
16. spiritual
17. taxes
18. value

III. CONCEPTUAL STRAND: ECONOMIC ORGANIZATION

A. SCARCITY

Generalization: The basic economic problem confronting all people is the conflict between unlimited wants and limited resources.

Learner Outcome 1: The student will recognize the difference between goods and services.

Activity A - Ask the class to discuss and list goods and services that are usually found in a home. Have them make separate lists to distinguish between a good and a service and tell why.

Activity B - Give the student a list of goods and services. Ask the student to tell whether it is a good or service and why.
Example: Cutting the lawn
Groceries
Fixing the television set
Electricity

Activity C - Ask the students to discuss some goods and services families want. Help them develop categories to classify the families' want as a good or service.

B. INCOMES

Generalization: Incomes are earned by producing goods and/or services.

Learner Outcome 2: The student will identify some alternative sources of incomes for homes in contrasting communities.

Activity A - Provide pictures and information on a region of the world different from your own, such as the hot, wet Amazon region. Discuss how a hunting and gathering society obtains goods for their use by trading or bartering. Briefly compare bartering to obtaining goods and services in the form of wages and salaries in your own community.

Activity B - Ask the students to discuss how trading or bartering methods are used to obtain something they want. For example: baseball cards, marbles, etc.

Activity C - Ask the students to list ways people make a living. Place them in categories of goods or services. Discuss the incomes from each in terms of technical training for the work.

Learner Outcome 3: The student will associate the economy of Louisiana with certain minerals common to the state, such as salt, sulphur, oil, and gas.

Activity A - Make a chart on one mineral showing some of its uses in daily life. Discuss how it affects the economy.

Activity B - Ask students to collect pictures of Louisiana minerals. Discuss how each is used in daily life.

Activity C - Ask students to make a chart of minerals found in Louisiana, identifying the minerals in raw form and refined form. Include uses of these minerals.

Learner Outcome 4: The student will associate the importance of Louisiana's wildlife and fish to the industry of Louisiana. (i.e. crocodile, alligator, catfish, mallard duck, armadillo, deer, squirrel, shrimp, oyster, crawfish, and crab)

Activity A - On a poster, design two columns labeled Recreation and Industry. Ask the students to find pictures of wildlife and fish native to Louisiana and place them in the correct column on the chart.

Activity B - From the Louisiana Wildlife and Fisheries Magazine (or a similar one) ask students to find pictures of various wildlife and fish found in Louisiana.

Activity C - Ask students to choose one animal native to Louisiana and research the living habitat of that animal. Then let students create a diorama of the natural habitat of the animal.

C. CONSUMERISM

Generalization: Because income of a household is limited and its wants for goods and services are unlimited, it must choose which of its many wants for consumer goods and services it will satisfy.

Learner Outcome 5: The student will identify contrasting ways in which goods and services are obtained.

Activity A - Provide information for the students on such a group as the Woodland Indians who lived long ago in the eastern part of the United States. Make a chart of how the Woodland Indians provided for their basic needs. Contrast this to how we provide for our basic needs.

INDIANS OF LONG AGO	AMERICANS TODAY
1. Shelter Homes were built from things found in the woodlands.	1. Shelter Homes are provided though the exchange of money either for rent or to pay mortgage note.
2. Food Bodies of water provided fish and shellfish.	2. Food Fish or shellfish may be purchased in the store or a fishing license is necessary for fishing for them.

Discuss the differences between the Woodland Indians using available resources and today's system of using a monetary system.

Activity B - Ask the students to illustrate how basic needs were obtained by the Woodland Indians by drawing pictures, constructing diorama, etc.

Activity C - Ask the students to research and give reasons why the Woodland Indians' way of life no longer exists.

*Learner Outcome 6: The student will identify parts of the food label that aid us in making better food choices.

Activity A - Ask the students to collect labels and wrappers from packages and canned goods. Review the labels and summarize types of information included. Arrange a bulletin board showing the most helpful labels.

Activity B - Ask the students to identify and label parts of a food label.

Activity C - Help the students to plan and create a label for a product of their choice. Trade ideas with other students for comments and suggestions. Students will present their labels before the class for discussion.

Learner Outcome 7: The student will discuss reasons why communities in different areas of the United States eat certain foods.

Activity - Ask students to list the menu for three nights during the week. Discuss orally reasons these meals were served, i.e., time, cost, working mother, etc.

D. SPECIALIZATION

Generalization: Specialization increases the efficiency of production and increases interdependence.

Learner Outcome 8: The student will define specialization.

Activity A - Ask the students to role play different workers involved in the construction of a home.

Activity B - Help the students select from pictures workers needed to construct a home.

Activity C - Ask the students to name the first five steps in constructing a house (i.e. - draw a house plan, prepare for foundation with plumbing, pour the foundation, frame for walls and roof, prepare for the roofing, etc.).

E. MONEY AND BANKING

Generalization: Money is a medium of exchange, a measure of value, and a store of value.

*Learner Outcome 9: The student will identify some of the characteristics of our monetary system.

Activity A - Ask the students to dramatize the travels of a dollar bill from wages to buying services, purchasing goods, paying taxes and back to wages again.

Activity B - The teacher will role play purchasing a pair of shoes from a department store with money. Ask the students to role play two additional ways the shoes may be purchased (credit card, check).

Activity C - Help the students research and write a brief report on the credit card system. Discuss the use of a local, national, and/or international credit card.

Learner Outcome 10: The student will identify some of the services a bank provides.

Activity - Invite a local bank president or employee to the classroom. Let the students present their concepts of a bank. Next have the bank employee tell about its services.

F. TECHNOLOGY

Generalization: Productivity is increased when people use tools and machines.

Learner Outcome 11: The student will identify some tools and machines which have increased productivity.

Activity - Ask the students to compile a list of tools which make work easier in the home. Help them do research on ways workers with different skills live and work. Contrast a farm worker with a worker in a cotton factory. Show relationship between technology and specialization.

VOCABULARY

1. banking
2. barter
3. communication
4. consumer
5. credit
6. division of labor
7. economy
8. export
9. goods
10. income
11. import
12. industry
13. machinery
14. minerals
15. monetary
16. money
17. salary
18. services
19. specialization
20. technology
21. tools
22. transportation
23. wildlife

IV. CONCEPTUAL STRAND: POLITICAL ORGANIZATION

A. GOVERNMENT

Generalization: Political systems exist to make authoritative decisions binding on all citizens.

Learner Outcome 1: The student will name the Governor of the state and the President of the United States.

Activity - Ask the students to collect pictures during the year of the President and the Governor and write a letter to both.

Learner Outcome 2: The student will identify the three branches of our national government.

Activity - Help the students to make a chart which shows the three branches of our government--Executive, Legislative, and Judicial. Give the main responsibility of each and give any other information you wish to make the chart more complex.

LEGISLATIVE	EXECUTIVE
Congress makes the laws	President leads the country

JUDICIAL

The Supreme Court settles arguments about the laws

Learner Outcome 3: The student will identify officials, distinguishing between levels of government: local, state, and national.

Activity - The student will complete a chart identifying leaders at different levels of government.

LOCAL GOVERNMENT	STATE GOVERNMENT	NATIONAL GOVERNMENT
MAYOR	GOVERNOR	PRESIDENT
(MAYOR'S NAME)	(GOVERNOR'S NAME)	(PRESIDENT'S NAME)

*Learner Outcome 4: The student will identify means by which officials become our leaders.

Activity A - Help students plan to elect officials (class president, vice-president, etc.) within the classroom. Register to vote and set up different precincts to vote in.

Activity B - Help the students to construct campaign posters to influence public opinion in electing a leader. Then conduct an election.

Activity C - Help the students to plan "radio talk" campaign speeches in favor of qualified leaders. Deliver speeches to the class. Then conduct an election in the classroom.

Learner Outcome 5: The student will identify compromises that must be reached in cooperative living.

Activity A - Dramatize a community problem such as a proposal to pass a highway through a citizen's property. Discuss the problem in class. Ask the students to arrive at probable solutions.

Activity B - Help the students in identifying several problems in the community and ask them to present several solutions.

Activity C - Given two community problems such as the need of a new sports stadium and city ambulance service, ask the students to act out the situation taking the role of mayor, councilman, city manager, parish commissioner and various citizens groups. Discuss the problem and decide which project should be considered immediately.

Learner Outcome 6: The student will identify ways in which public tax money is spent.

Activity - Make a chart categorizing the following under one of three headings: (1) Safety, (2) Recreation, and (3) Other Services.

garbage collection
library
street repair
schools
mail delivery

police department
fire department
park
playground
art museum

(Place the above services on the board and discuss with class.)

*Learner Outcome 7: The learner will distinguish between democratic and dictatorship types of political systems.

Activity A - Help the students to construct a chart of the responsibilities they will have as a student and will have as an adult living in a democratic society. Contrast this with having decisions made for them as in a complete dictatorship.

Activity B - Ask the students to discuss the ways a king or queen rules a kingdom. Discuss how our country is governed. Compare the two types of government.

Activity C - Give the students information on the way England was ruling the colonies prior to the American Revolution. Ask the students to compare these rules with the way the colonists wanted to be ruled.

Learner Outcome 8: The student will identify ways in which polls and surveys influence public opinion.

Activity A - Help the students to conduct a poll of third graders on favorite foods. Publish results on hall bulletin board. After the results are on the board for three days, repoll.

Activity B - Poll the class to find favorite songs. Make a list of top songs. Have class vote again.

Activity C - Ask the students to collect data from newspapers of presidential candidates in polls. Use the data to make comparison of how polls influence public opinion. Report findings to class.

B. LAW

Generalization: Every society creates laws and imposes penalties and sanctions for violations of laws.

*Learner Outcome 9: The student will identify the importance of rules and laws.

Activity A - Through a class discussion, help the students to determine what rules must be followed within the classroom and school and list them on the board. After the discussion, have students state specific examples of:

a. What would happen to the school if students did not follow the rules?
b. What would happen to the student if he did not follow the rules?

Activity B - Ask the students to name two rules they observe at school and two rules they observe at home. Give reasons why they feel these rules were made.

Activity C - Ask the students to explore their community for signs that give rules that must be followed. Example: Yield, one way, etc. Make a list of what the signs say and write a paragraph on consequences of not obeying the signs.

C. CITIZENSHIP

Generalization: Citizenship in a democracy is the exercise of duties, responsibilities, and privileges.

*Learner Outcome 10: The student will identify reasons for respecting group rules.

Activity A - Give illustrations of places where rules of conduct are expected and ask the students to identify the places, make rules that should be followed in each place, and tell why the rules are important.

Activity B - Ask several students to name their favorite game and list the rules for playing it. Orally discuss what would happen if the rules were not followed.

Activity C - Help the students to create rules for a specific game and teach it to the class.

Learner Outcome 11: The student will identify the importance of participation in a democratic form of government.

Activity - Help the students to determine a problem that exists in their classroom or school. Discuss ways to solve the problem and follow through. Example: A clean-up campaign in your school.

Learner Outcome 12: The student will identify ways in which citizens in a democracy are interdependent.

Activity - Divide into small groups for purposes of discussion. Make two lists:
1. How people in families are interdependent.
2. How people in your neighborhood are interdependent.

Learner Outcome 13: The student will identify symbols of America.

Activity A - Show the students pictures of the Statue of Liberty, Liberty Bell, Washington Monument, and U.S. Capitol and have them research to find the city in which each is located.

Activity B - Show students pictures of the Statue of Liberty, the Liberty Bell, the Washington Monument, and the U.S. Capitol. Ask them to name the symbol shown.

Activity C - Help the students to research the Statue of Liberty or another symbol and write a report including five important facts about it.

Learner Outcome 14: The student will identify the contributions of some great Americans.

Activity - Help the students make a bulletin board display of great Americans. Have students research and find a few facts about and contributions of George Washington, Thomas Jefferson, Benjamin Franklin, Amelia Earhart, Martin Luther King, Frederick Douglass, Molly Pitcher and any other of your choice. Include some from Louisiana such as Huey P. Long, John James Audubon, Mahalia Jackson, Al Hirt, Clementine Hunter, Glen Gore, Terry Bradshaw, Willis Reed and any other of your choice. Discuss frequently to build familiarity.

VOCABULARY

1. compromise
2. cooperate
3. democracy
4. elect
5. executive
6. freedom
7. governor
8. judicial
9. law
10. legislature
11. local
12. mayor
13. media
14. national
15. nominate
16. penalty
17. poll
18. power
19. president
20. public
21. state
22. survey

V. CONCEPTUAL STRAND: HISTORICAL HERITAGE

A. CHANGE

Generalization: Change has been a universal characteristic of all human societies.

Learner Outcome 1: The student will discuss how the passage of time brings changes to a community.

Activity A - The teacher will choose a contrasting community to discuss changes which have occurred. Japan is a good example. The teacher will show pictures of a Japanese community which would illustrate shelter, food, and clothing, etc., of a traditional Japan. Ask the students to contrast traditional Japan with modern Japan.

Activity B - Show the students pictures of traditional and modern Japan. Ask them to point out changes and why they think they occurred.

Activity C - Ask the students to draw a mural of traditional Japan with drawings of food, clothing and shelter. Have the students draw a contrasting mural of modern Japan with illustrations of food, clothing and shelter.

Learner Outcome 2: The student will read and describe changes that have taken place in one of the following kinds of communities: desert, rain forest, grassland or arctic.

Activity A - Provide pictures, maps, reading material on the Eskimos. Provide information on how Eskimos lived in the past as well as the present. Ask the students to build dioramas depicting scenes of everyday life of the past and the present.

Activity B - Ask the class to bring pictures depicting Eskimo life. Let the students make a booklet depicting aspects of Eskimo life past and present.

Activity C - Provide a list of words related to Eskimos. Ask the students to write the definitions and draw illustrations.
Example: igloo tundra tupik
caribou blubber

Through the use of reference material the student will find out why summer days in the Arctic countries are so long. Have students speculate on what it would be like to live for six months in darkness and six months in daylight.

Generalization: Man's use of natural resources creates changes in life-style.

Learner Outcome 3: The student will name some resources that have changed our life-style.

Activity A - Provide the students with information on a specific resource for further study. For example: Discuss and list uses of gas in the home.

Activity B - Provide a list of articles. Ask the students to identify which ones are powered by gas and which ones are not.

Activity C - Ask the students to research different kinds of fuel used to create energy. Discuss with them the importance of energy for the future.

B. CAUSE AND EFFECT

Generalization: Knowledge of the past is necessary to understand present and future events.

Learner Outcome 4: The student will contrast changes in selected factors from one period of time to another.

Activity A - Let the students compare life on a Louisiana plantation to the students' life today by making a chart. Compare dress, homes, way of making a living, etc.

Activity B - Help the students research a meal that would have been served in the Colonial period. Compare and contrast this to a meal served in the students' homes today.

Activity C - The student will compare the time it took to travel by ship from England to America to the time it takes to travel by plane from England to America. (Acquire in advance a time schedule from a travel agent or airport.)

Generalization: Inventions and technology have altered and affected our lives.

Learner Outcome 5: The student will identify some major inventions and/or technology since the 1850's which assisted America's progress in transportation and/or communication.

Activity A - Ask the students to draw examples such as Wilbur Wright's Kitty Hawk, seaplane, and supersonic transport. Have the students write a brief story on the history of the airplane.

Activity B - Provide two sets of cards; one set will have a picture of an invention and the other set the name of the inventor.

Example: Elisha Otis - Elevator
George Washington - Camera
Alexander G. Bell - Telephone

Ask the students to match the inventor with the invention.

Activity C - Let students make a mural showing travel on Louisiana's waterways. Include the pirogue, the steamship, canal plus modern modes of transportation.

Generalization: Groups and institutions influence individual behavior and attitudes.

*Learner Outcome 6: The student will construct a time line of significant chronological dates of his/her life.

Activity A - Provide students with significant time periods in their lives and ask students to label with dates.
Example: Birthdate
Learned to Walk
Brother or Sister's Birthday
First Attended School
Discuss parental influence on time line.

Activity B - Provide a list of daily activities during a school day and have the students cut and place the activities in chronological order. Illustrate each activity.
Example: Watch "Little House on the Prairie"
Wake up and get ready for school
Eat lunch

Activity C - Ask each student to take a turn writing a day of school events for a classroom diary. Periodically have students take turns reading the diary orally.

Generalization: The decision-making process is a fundamental aspect of a democratic society.

Learner Outcome 7: The student will identify the Declaration of Independence as a document that explains what a government should be.

Activity A - Provide an excerpt of the Declaration of Independence. Discuss and have the students write a simpler interpretation above the appropriate words. Discuss the rights to which each American is entitled.

Activity B - Ask the students to write an essay on "Why I Love America." Read essays and compile a list of rights and freedoms mentioned in each essay.

Activity C - Ask the students to pretend they are citizens of a new country. Have them list the rights and responsibilities citizens in this new country should have.

Learner Outcome 8: The student will identify the Constitution as a plan of government for our country.

Activity A - Discuss the three separate branches of government by introducing the structure of each. For example: The Legislative Branch is composed of the House of Representatives and the Senate; Executive Branch - the Chief Executive is the President; Judicial Branch - the Supreme Court interprets the laws. View a film or a televised or taped session of the legislature.

Activity B - Prepare a set of cards naming different tasks of the federal, state, and local governments. Ask the students to categorize the tasks.
Example: Highway speed limit of 55 mph
Send a letter to Maine
Voting for sales tax to improve your school district

Activity C - Ask the students to write a report on our state government and include such information as: What is in our state's constitution? What is the governor's job? What do legislators do?

C. CONTRIBUTIONS OF INDIVIDUALS

Generalization: Leadership of certain individuals has had a profound influence on the course of history.

Learner Outcome 9: The student will identify significant American presidents.

Activity A - Ask the student to write a brief biographical sketch on a well-known president of the United States.

Activity B - Provide information on the presidents by reading stories to the class, showing available films or filmstrips. The class will orally construct a biographical sketch of a president. The teacher will write the biographical sketch and the students will copy it.

Activity C - Help the students to do research to compare and contrast the decisions of two outstanding presidents in two different periods of time.

Generalization: Leaders from various ethnic groups have made contributions to the development of this country.

Learner Outcome 10: The student will identify some significant Americans with various ethnic backgrounds.

Activity - Provide a list of Americans of various ethnic backgrounds and resource materials. Ask the students to research the country from which each person immigrated and name a significant contribution to American life.

D. LANDMARKS

Generalization: One means of honoring and remembering our country's past is through the recognition of national shrines and historical landmarks.

Learner Outcome 11: The student will identify significant monuments and buildings in Washington, D.C.

Activity A - Provide pictures of buildings and monuments such as the Capitol, White House, Lincoln Memorial and the Washington Monument. Information on the significance of each should be discussed. Ask the students to write a paragraph on each building and/or monument discussed.

Activity B - From information provided the student will write sentences on significant buildings and/or monuments such as the Capitol, White House, Washington Monument, and the Lincoln Memorial.

Activity C - Help the students to research and draw a map of the Capitol area of Washington, D.C., locating the Lincoln Memorial, Washington Monument, White House and the Capitol. Students should label such streets as Pennsylvania Avenue, Constitution Avenue, and Independence Avenue.

E. HOLIDAYS, CUSTOMS AND TRADITIONS

Generalization: "Cultural universals" such as shelter, food, dress, communication, social organization, family organization, and religion take different forms in various cultures.

Learner Outcome 12: The student will identify holidays and customs of other countries through pictures.

Activity A - Provide illustrations of holidays and customs of other countries. Ask the students to compare the holiday or custom with an American one.

Activity B - Ask the students to cut out and paste on a sheet of paper pictures from current periodicals which depict holidays and customs of other countries. Using a reference wall map, label the country's origin for the holiday/custom.

Activity C - Using magazines, newspaper and other current periodical resources, ask the students to find different examples of "cultural universals" such as food, clothing, shelter. Compile a scrapbook and categorize the pictures with such titles as: food, clothing, shelter, communication, etc.

F. NETWORKS

Generalization: A complex society requires advanced communication and transportation mechanisms.

Learner Outcome 13: The student will be able to explain the relationship between resources of a country and products it exports and imports.

Activity A - Ask the students to bring a common food product or a picture of a food product grown in another country such as coffee, tea, and cocoa. Discuss why more varieties of food are available due to faster and less expensive ways of shipping goods from place to place. Discuss the difference between products which are imported versus products which are exported.

Activity B - Ask the students to discuss where families in the community obtain Christmas trees. Discuss how some Christmas trees are "imported" from such places as the northeastern part of the United States and others are harvested in this area.

Activity C - Ask the students to research a food of another country. The student will draw pictures or write a report that illustrates its production, its packaging and its shipping.

Learner Outcome 14: The student will compare methods of communication during the Colonial period with modern methods of communications.

Activity - Discuss early methods of communication such as the pony express and contrast with today's method of sending mail.

VOCABULARY

1. arctic
2. biography
3. chronological
4. community
5. constitution
6. custom
7. Declaration of Independence
8. desert
9. ethnic
10. federal government
11. grasslands
12. history
13. House of Representatives
14. invention
15. landmark
16. local government
17. natural resource
18. plantation
19. Plymouth Colony
20. president
21. rain forest
22. Senate
23. shrine
24. state government
25. Supreme Court
26. technology
27. time line
28. tradition

GRADE FOUR

REGIONAL STUDIES

I. CONCEPTUAL STRAND: PHYSICAL GEOGRAPHY

A. LOCATION

Generalization: Objects may be spatially related as to direction, distance and time.

*Learner Outcome 1: The student will use cardinal and intermediate directions in working with maps.

Activity A - Given a map of a regional area, ask the students to identify and label cardinal and intermediate directions.

Activity B - Given a map of a region the students will mark N, S, E, and W using a point of reference.

Activity C - The students will fill in the cardinal and intermediate directions on a map of the United States and construct a compass rose.

*Learner Outcome 2: The student will determine distance on a map using a scale.

Activity A - Given a map with a scale, the students will use the scale to determine the distance between two locations.

Activity B - Given a map with distances listed, the students will identify the shortest and longest distance between two given points.

Activity C - Using a road map, ask the students to use the scale to determine the shortest of two routes between given points.

*Learner Outcome 3: The student will identify the continents, oceans and equator.

Activity A - Ask the students to study the names and spellings of the continents. Also have the student review the north, south, east and west directions and label the continents, oceans, equator and prime meridian.

Activity B - Ask the students to trace an outline of each continent, shape and label using a reference.

Activity C - Ask the students to label the continents, oceans, equator, prime meridian, tropics, circles, and large islands on an outline map.

Learner Outcome 4: The student will determine the latitude and longitude of given places in degrees.

Activity - Organize the class into small groups with atlases or use a large class map and determine the approximate longitude and latitude of cities as New Orleans, New York, Chicago, and San Francisco in the United States, as well as other cities of the world that are studied during the year.

Learner Outcome 5: The student will use latitude and longitude to find places.

Activity - Give the approximate coordinates of cities studied and ask the students to name these cities, reading a map and globe. Examples:

Los Angeles

Moscow

New Orleans

Baton Rouge

Learner Outcome 6: The student will read longitude in determining direction from the prime meridian.

Activity - On a large class map or in individual atlases, ask the students to determine the following:

1. The prime meridian is at ________ degrees.
2. What continents would you be on: 10 degrees east of the prime meridian, 60 degrees east of the prime meridian, 60 degrees west of the prime meridian, and 40 degrees west of the prime meridian?

Learner Outcome 7: The student will distinguish between the Northern Hemisphere and the Southern Hemisphere.

Activity A - Use a large map of the world and help the students to determine the continents that are located:

1. Completely in the Northern Hemisphere - North America
   Europe
   Asia

2. Completely in the Southern Hemisphere - Antarctica
   Australia

3. In both the Northern and Southern Hemispheres - South America
   - Africa

Activity B - Given a world map, ask the students to trace the equator and label the continents. Color the continents or continent parts above the equator in one color and those below in another, thus distinguishing between the Northern and Southern Hemispheres.

Activity C - Ask the students to identify the continents that are completely in the (1) Northern Hemisphere, (2) Southern Hemisphere, (3) Western Hemisphere, and (4) Eastern Hemisphere. Example: North America - Northern and Western Hemisphere.

Learner Outcome 8: The student will locate the source and mouth of a river.

Activity - On a large class map and in atlases, ask the students to locate the source and mouth of the Mississippi River. Define the words relative to geographic meaning.

*Learner Outcome 9: The student will locate Louisiana on a map of the United States and his/her city and parish on a map of the state.

Activity A - On an outline map of the United States, ask the students to outline Louisiana and identify: (s) his home city, (b) Baton Rouge, and (c) the Mississippi River.

Activity B - On an outline map of the United States, ask the students to trace Louisiana, identify their home city, and label the states that border Louisiana.

Activity C - Give the students a map of Louisiana. Have them label: (1) home city, (2) Baton Rouge, and other major cities in Louisiana.

Learner Outcome 10: The student will identify the time zones of the United States.

Activity A - Using a political map of the United States with the time zones shown, ask the students to label the time zones and give the time in each using 1:00 a.m. Eastern Standard Time as a point of reference.

Activity B - Ask the students to identify and label the four time zones of mainland United States on a political map.

Activity C - Given a map of the United States time zones, ask the students to give the times in El Paso, New Orleans, New York, Honolulu, and Chicago if it is 12:00 noon in Denver.

B. TOPOGRAPHY

Generalization: Maps represent all or parts of the earth.

Learner Outcome 11: The student will use legends on different kinds of maps.

Activity A - Ask the student to identify the legend on a map and use it to find information.

Activity B - Help the student to match the symbols in the legend with the objects on a map.

Activity C - Ask the student to make a map of the classroom, and place where some main objects are represented by pictures. Make a key.

Learner Outcome 12: The student will identify the atlas as a source of maps.

Activity - Ask the students to use the atlas in small groups to determine information as: (1) the countries on different continents, (s) continents and oceans, and (3) facts about the United States.

Learner Outcome 13: The student will identify the physical features of different regions.

Activity - Have the students review the physical features of the following regions and construct a chart comparing elements of each: Desert region, coastal region, plains region, mountain region, and tropical rain forest region.

Learner Outcome 14: The student will locate some major cities and determine the country in which each is located.

Activity - Have the students locate the following cities on a large class map and determine the country each is in: New York, Tokyo, Paris, London, Rome, Brazilia, Cairo, Jerusalem, Sydney, and Geneva.

Learner Outcome 15: The student will locate some countries of the world as they are studied.

Activity - Using atlases, the students will work in small groups and list any three countries that are found on the continents of: North America, South America, Europe, Asia, and Africa. Color in the countries on a world map as they are studied.

C. CLIMATE

Generalization: Climate varies according to zone and location.

Learner Outcome 16: The student will describe the differences in the climates of hot and cold desert regions, coastal regions, tropical rain forest regions, plains regions, and mountain regions.

Activity - Ask the student to make a chart showing the average temperature and rainfall of a country or city located in the above regions.

Learner Outcome 17: The student will identify the relationship of latitude to the climate of regions.

Activity A - Given a country in a tropical region, ask the student to compare it to the Arctic Region, noting average temperature, rainfall, and distance from the equator. (Use maps and record resource material.)

Activity B - Ask the student to write a paragraph contrasting characteristics of a tropical rain forest with the Arctic.

Activity C - Ask the student to compare climate in the Gobi Desert and the Arctic and write a paragraph of how climate affects life in these two areas.

D. NATURAL RESOURCES

Generalization: The earth provides us with resources which may be allocated for various uses or conserved.

Learner Outcome 18: The student will identify some of our natural resources.

Activity A - Ask the students to collect pictures showing some natural resources of Louisiana.

Activity B - Following a discussion of what natural resources are, ask the student to collect pictures of resources or draw them on individual charts.

Activity C - Ask the student to make a chart showing the many uses of trees in our everyday life.

Learner Outcome 19: The student will identify the importance of oil as a resource in our lives.

Activity A - Ask the student to make a list of all the places the family car is driven for three days and record the amount of gasoline that is used. (The students must understand that gasoline comes from oil or petroleum.)

Activity B - Help the student to construct a chart entitled Gasoline Power and include labeled pictures of things using gasoline power. (Include trucks, planes, cars, motorcycles, tractors, etc.)

Activity C - Help the student to research other energy sources and compare them to oil, including (a) source and (b) uses.

E. ECOLOGY

Generalization: Ecology refers to the interrelationship of man and his environment.

Learner Outcome 20: The student will explain how pollution harms the environment.

Activity A - Ask the student to list the results of dumping chemicals and litter into our waters. (Work in small groups and make charts.)

Activity B - Ask the students to make posters with the slogan "Give a Hoot, Don't Pollute" and place them around the school.

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Activity C - Ask the student to research the Environmental Protection Agency (EPA) and write a report on its function.

Learner Outcome 21: The student will discuss the need to conserve our limited resources.

Activity A - Ask the students to take a bath and a shower, measuring the amount of water used in each. With a ruler determine which consumes the most water. (When taking a shower, put in the plug.)

Activity B - Ask the students to survey their houses between the hours of 5:00 p.m. and 7:00 p.m. List ways that (1) energy is used wisely, and (2) energy is wasted.

Activity C - Ask the students to begin a campaign in their school to collect and sell newspapers and/or aluminum cans, emphasizing that the cans can be recycled and are, therefore, more desirable than the throw-away types.

VOCABULARY

1. altitude
2. atlas
3. border
4. cardinal (direction)
5. circles
6. city
7. climate
8. compass rose
9. conserve
10. country
11. degree
12. east
13. electricity
14. energy
15. environment
16. Environmental Protection Agency
17. equator
18. gasoline
19. hemisphere
20. intermediate (direction)
21. latitude
22. longtitude
23. legend (map)
24. longitude
25. mouth
26. natural resource
27. north
28. nuclear energy
29. petroleum
30. political (map)
31. pollution
32. prime meridian
33. recycle
34. refinery
35. region
36. scale (map)
37. solar system
38. source
39. south
40. state
41. temperature
42. time zone
43. tropics
44. west

II. CONCEPTUAL STRAND: SOCIAL ORGANIZATION

A. CULTURE

Generalization: Every society develops a culture of its own even through some ideas are borrowed from other cultures.

Learner Outcome 1: The student will identify some basic and similar needs of different cultures.

Activity A - Given an incomplete outline of family life for such groups as the Bedouins, the Mongols, the Indians of the desert, and the Indians of the rain forest area of the Amazon River Basin, ask the students to complete the outline and compare results with classmates.

Activity B - Ask the students to draw and color the families mentioned in Activity A.

Activity C - Ask the students to research a particular aspect of a culture such as art. The students will write a report and construct a simple artifact representing that culture.

Learner Outcome 2: The student will use simple quantitative distribution maps that indicate population density.

Activity A - Provide world population maps for students as found in an atlas or an almanac. Ask the students to study the map and discuss the regions where people live close together or far apart. Provide a study guide to answer questions.

Activity B - Using the population map, ask the students to copy the name of a heavily populated city on each continent. For example:

City	Continent
New York	North America
Sao Paulo	South America

Activity C - To analyze why some areas are less densely populated, ask the students to compare a population density map to a world elevation map. (Students should conclude that a relationship exists between elevation and population density.)

Learner Outcome 3: The student will identify some elements of culture borrowed from other regions.

Activity A - Take the students on a field trip to a local urban area and note the various styles of architecture. Ask the students to write a brief report on one kind of architecture observed.

Activity B - Plan to have the students visit an older school and compare the structure with a newer one.

Activity C - Help students research various nationality groups in the community. List several aspects of each culture that are used throughout the entire community, i.e., foods, customs, holidays.

Generalization: Cultural change is a continuing and accelerating process.

*Learner Outcome 4: The student will identify some ways of living that have changed greatly over the centuries.

Activity A - Provide the students with pictures of a hunting and gathering group of people who lived thousands of years ago. Through discussion, let the students infer how a hunting and gathering group of people provided for their basic needs. For example: What did they eat? Where did they get their food? How does this differ from the way we obtain our food today?

Activity B - Help the students describe different aspects of life of a hunting and gathering group by constructing a mural.

Activity C - Tell the students that they are to prepare a time capsule which will be opened 1000 years from now. Give the students a capsule of a certain size such as a cigar box. Students are to place artifacts in the capsule which represent such aspects of our culture as language, technology, institutions (schools - military insignia), beliefs (Bible, Star of David, the date Friday the 13th).

B. ETHNIC GROUPS AND CONTRIBUTIONS

Learner Outcome 5: The student will explain why America has become a refuge for people of various ethnic backgrounds.

Activity A - Using current periodicals ask the students to read information on people who have immigrated to the United States. For example: Cubans and Vietnamese. Discuss the reasons why these people want to live in America.

Activity B - Ask the students to interview one another to find examples of other ethnic backgrounds found in the community. Using a world map, ask the students to locate the regions of their origin.

Activity C - Ask the students to compare and contrast advantages and disadvantages to a community when there is a large influx of immigrants.

Learner Outcome 6: The student will cite some contribution of individuals of different ethnic backgrounds.

Activity A - Divide the class into small groups and ask them to find contemporary people of different ethnic backgrounds who are contributing to our culture. The groups will share and write reports on various people such as Jacques Costeau, French contemporary explorer.

Activity B - Given a list of people of various ethnic backgrounds, ask each student to role play a famous individual and let the other students guess who it is. Provide background information.

Activity C - Provide a list of names of individuals of different ethnic backgrounds and ask the students to classify their contributions under such headings as: scientist, writer, musician, painter, sculptor. Provide reference material to find the answers.

C. MORAL AND SPIRITUAL VALUES

Generalization: Each culture has its own system of moral and spiritual values.

Learner Outcome 7: The student will identify examples of contemporary religious sects.

Activity A - Provide such resources as almanacs, political map of the world, maps which identify the major religions of the world. Ask the students to make a chart of the religions. For example:

	RELIGION	COUNTRY	CONTINENT
1.	Christianity	United States Brazil	North America South America
2.	Hinduism	India	Asia
3.	Confucianism	China	Asia

Activity B - Ask the students to illustration a symbol of one of the religions and write the name of the religion on the back of the illustration. (Example: Star of David - Judaism.) Let the students take turns identifying the religion through the symbol.

Activity C - Help the students conduct interviews with people in the community who belong to different religious sects. (For example: minister, priest, rabbi.) The students should prepare some questions which would guide the interview. Compare and contrast similarities and differences of these religions.

VOCABULARY

1. almanac
2. architecture
3. artifact
4. believe
5. community
6. contemporary
7. culture
8. density
9. distribution (map)
10. elevation map
11. ethnic
12. immigrant
13. institution
14. political map
15. population
16. region
17. religion
18. technology
19. time capsule
20. value

III. CONCEPTUAL STRAND: ECONOMIC ORGANIZATION

A. ECONOMIC SYSTEMS

Generalization: In every society there must evolve a system for distributing scarce goods and services.

Learner Outcome 1: The student will compile a list of goods and services that are considered scarce in each region of the United States.

Activity A - Supply each student with a copy of some type of newspaper or magazine. Ask each student to find some goods or services that are in limited supply. Compare information from two or more sources to recognize agreement or contradiction.

Activity B - Collect pictures of personnel that would give some type of service (police, doctor, teacher, garbage collector). Ask students if these are considered scarce and why. Decide if answers are based on fact or opinion.

Activity C - Ask the students to conduct interviews with a city manager, petroleum bulk plant manager, and electric co-op official for information on scarce goods and services. Ask them to construct simple graphs, charts, and other pictorial materials to use in reporting back to the class.

*Learner Outcome 2: The student will cite reasons why goods and services become scarce.

Activity A - Make a list of produce that is scarce at a certain time of the year. Discuss reasons why. List them on the board.

Activity B - Discuss with the students things they feel are in least supply in the classroom. Use pencils, paper, colors, and scissors as examples. Ask students to research to relate information derived from pictures, charts, graphs and tables with that gained from other sources.

Activity C - Ask the students to make a list from newspapers of any items mentioned that they feel are scarce. Develop a chart comparing sizes and quantities of scarce goods. Map skills can be developed which help students understand that geographical locations affect size and quantities of goods and services.

*Learner Outcome 3: The student will describe ways scarce goods and services can be distributed to members of society.

Activity A - Ask the students to list ways goods can be distributed (ships, airplanes, cars, trucks).

Activity B - Show pictures of methods of transportation (cargo plane, 18-wheeler, etc.). Discuss with the students how they are used to move goods. Help students recognize that pictures are sources of information.

Activity C - Ask the students to pick a good or service. Trace the distribution of this across the city, state, or country. Have the students develop a study chart which would trace the steps in the process shown.

B. INFLATION

Generalization: Every market economy experiences periodic fluctuations in its level of economic activity.

Learner Outcome 4: The student will define inflation and deflation as related to fluctuation of economic activity in a market economy.

Activity A - Using local newspaper ads, ask the students to compare prices for items on a grocery list. Continue this during the year to observe economic fluctuation.

Activity B - Help the students to use newspapers to learn how to locate sale items. Discuss prices of sale items the day before the sale.

Activity C - Ask students to bring copies of shopping lists. They will compare prices using personal visits, advertisements in newspapers, etc. They will prepare lists showing where each item can be purchased at the lowest cost. (The students can be led to distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation.)

Learner Outcome 5: The student will list causes of inflation.

Activity A - Ask the students to make a chart listing prices for products last year and one listing prices at present. They will note and describe the content of the material, both general and specific. (Cafeteria department, athletic department, grocery store, etc. for information).

Activity B - Ask the students to cut out pictures of different products for which there is a great demand in their area.

Activity C - Help the students do research showing what happens to prices after there has been a war. Show them relationships between scarce goods and money supplies.

C. SCARCITY

Generalization: Because wants are unlimited and resources are limited and versatile, all economic systems must be concerned with the problems of relative scarcity.

Learner Outcome 6: The students will explain that prices which people are willing to pay for goods and services depend partly on personal values.

Activity A - Ask the students to select from a list of items those goods they would buy if they had $15.00. Mark the number of votes for each item and explain that when consumers buy an item they are indicating a demand for the product.

Activity B - Ask students to bring in pictures of items they would like. Make a bulletin board of the pictures. Complete the activity described above.

Activity C - Ask the students to make up an advertisement to show that advertising has something to do with the fact that people in our culture seem to want more than they need. (There are never enough economic resources at any given time to produce all the things that people want. Scarce resources can be increased, if at all, only through effort or sacrifice.)

*Learner Outcome 7: The student will list methods through which seasonal foods are available all year to other regions.

Activity A - Provide a simple chart of the seasons of the year. Assist students in naming foods that grow in each season. How long can the goods be kept?

Activity B - Ask the students to collect pictures of canned foods, dried and frozen foods. Discuss how these methods preserve food for exporting.

Activity C - From the school lunch menu, ask the students to find out which foods served were frozen, canned, or dried. From a group's list decide if these foods were kept because of being out of season.

*Learner Outcome 8: The student will differentiate between natural, man-made, and human resources in various regions of the world.

Activity A - Show pupils a concrete example of a natural, a man-made, and a human resource, such as a glass of water - the water would be natural, the glass man-made, and the teacher is a human resource. Discuss each. Make three lists on the board entitled natural, man-made and human. Ask the students to list things that would go in each column.

Activity B - Ask students to cut out pictures in a magazine and paste them under the appropriate heading: natural, man-made, and human.

Activity C - Ask the students to research and give a report on an example of a natural resource, a man-made resource and a human resource. They could make visual aids to go with their report and give the report orally.

*Learner Outcome 9: The student will explain why resources for supplying goods and services are limited.

Activity A - Discuss why some resource in the room may be scarce, such as pencils. Ask the students to choose one resource, such as oil, and locate on a map same oil producing areas in the world. Have pupil give reasons why oil is being exhausted.

Activity B - Ask the students to make a list of all the things that oil is used for. What could they do to save oil products?

Activity C - Make a booklet on energy sources. Use the encyclopedia, newspapers, and other resources for the booklet. Have students decide on what energy sources may be available for the future based on supply and demand.

*Learner Outcome 10: The student will distinguish between private needs and public needs in reference to particular regions of the world.

Activity A - Discuss with students different needs that people have and the difference between a public need and a private need. Ask pupils to name different needs and write each suggestion on the board. Then go over each need and decide if it is a private need or a public need. Then have pupils write all of their needs they have each day on a sheet of paper and say whether it would be a private need or a public need.

Activity B - Ask students to draw a picture that represents a public need and draw one that represents a private need people have in a selected region of the world.

Activity C - Ask the students to try to find out how taxes pay for public needs. Have them list all the things they can that taxes pay for. Show students a cartoon illustrating how taxes pay for public needs. Help students realize that cartoons express a point of view and then lead them to interpret the view being expressed.

Learner Outcome 11: The student will cite ways the government serves as a consumer of goods and services.

Activity A - Ask the students to make a list of ways government has helped them today. Read about government consumption of goods and services in two different regions. Make a chart and compare the programs of the two regions.

Activity B - Ask the students to draw a regional map showing things furnished by the government.

Activity C - Supply the students with some government publications describing regional programs for helping people. Ask them to report their findings to the class.

D. PROPERTY, COMPETITION, FREE ENTERPRISE

Generalization: The market economy is characterized by profit, competition, private property, and freedom of enterprise.

*Learner Outcome 12: The student will explain how a profit is made.

Activity A - The class will discuss what is meant by profit. The teacher will supply each student with a list of items along with a list of their wholesale prices and a list of their retail prices. The students will write beside each item the amount of profit to be earned.

Activity B - After a discussion of profit, each student will go to the chalkboard and list beside one of the purchase prices (of items on the board) a selling price that would indicate a profit.

Activity C - Plan for the students to visit a local grocery to interview the manager in order to find out how an over-all profit is made. Students should learn that some items are sold below cost in order to attract shoppers.

*Learner Outcome 13: The student will distinguish between private property and public property.

Activity A - Ask the students to explain the reason that every student in the class has access to publicly owned school property, but does not have access to other students' privately owned property.

Activity B - Given a list of classroom items, ask the students to classify them as public property or private property. Examples: Books owned by a child, erasers, textbooks, children's pencils, John's tablet, chalk, etc.

Activity C - Ask the students to distinguish between public and private property by calling several listings in the yellow pages to inquire whether they are public or privately owned. Students will make a list of services provided by each listing.

Learner Outcome 14: The students will name several freedoms that people have and responsibilities that go with those freedoms.

Activity A - Show the students a filmstrip on freedoms guaranteed to people living in different countries. Ask them to discuss the responsibilities that go with each freedom.

Activity B - Ask students to choose one freedom and draw illustrations of responsibilities that accompany the freedom.

Activity C - Ask the students to write essays on "The Last Freedom I Would Relinquish." Share the essays with the class.

E. SUPPLY AND DEMAND

Generalization: In a market economy price is the major factor in determining the use of scarce resources for the production of goods and services.

Learner Outcome 15: The student will explain the Law of Supply and Demand.

Activity A - Display on a bulletin board pictures of several items such as a pair of shoes, a mobile home, a pound of meat, a ball, etc. Discuss what factors would affect the production of large quantities of each item. (Students will see that the Law of Supply is determined to a large extent by the Law of Demand for a particular item.)

Activity B - After examining a teacher-made graph of three items sold last week by a toy company, ask the students to select which item they would decrease production of. Discussion would follow on Law of Supply and Demand.

Activity C - Ask the students to research to find out what other factors affect the Law of Supply and Demand. Explain. (Hint: Need versus desire, advertising techniques, etc.)

Learner Outcome 16: The student will list factors affecting the demand for the production of goods and services in a market economy.

Activity A - Ask the students to list all the reasons they prefer a given toy after being given a choice of two or three with similar function, but different size, quality, price, color, etc.

Activity B - Ask the students to list two reasons they prefer a given toy.

Activity C - Help the students to brainstorm in small groups and list as many reasons as possible that might affect why people buy a product.

F. MONEY

Generalization: In a developed economy money is used in the exchange of goods and services.

Learner Outcome 17: The student will identify currency, credit cards, and checks as characteristics of money used in exchange for goods and services.

Activity A - Ask students to list examples of how people can financially obtain goods and services. Explain to them how checks and credit cards are used for paying bills. Show examples or pictures of the various means and have students identify money, checks or credit cards.

Activity B - Ask the student to count money and discuss its value toward purchase of goods and services.

Activity C - Ask the student to develop a family budget for one month including use of currency, credit cards, and bank checks.

G. BANKING

Generalization: The bank's role in safeguarding savings, arranging for the transfer of money by checks, lending money, and investment of funds is vital to our market economy.

Learner Outcome 18: The student will fill out a bank deposit slip.

Activity A - Ask students to fill out a deposit slip for a given amount of cash. Do several examples. As a culminating exercise, give the students one check deposit and one cash deposit to list and total. Run off "checks" for students. Have them fill out a deposit slip using these checks. (Be sure to give several examples on the board. Explain what the banks do with the deposits.)

Activity B - Provide the students several copies of completed deposit slips. Discuss how to make a deposit. Assign students a certain amount of money and have them fill out a deposit slip for their money. Give the students examples of how banks loan money for new businesses.

Activity C - Invite a guest speaker from a bank to tell the students what banks do for the people. Ask the students to prepare questions dealing with different aspects of banking. Ask them to fill out a deposit slip as a culminating activity.

Learner Outcome 19: The student will properly fill out a check.

Activity A - The student will visit the school bookkeeper who will demonstrate how checks are written. Run off some sample copies of a check and give students practice.

Activity B - Ask the students to discuss why checks are necessary and make up their own blank checks using a dittoed example.

Activity C - Help the students in establishing their own classroom checking accounts. Use them for buying and selling activities in the classroom and at home.

H. TECHNOLOGY

Generalization: Productivity is increased when people use tools and machines.

Learner Outcome 20: The student will explain how productivity is affected by inventions.

Activity A - Ask the students to list inventions that have caused productivity to be increased, tell why inventions would affect productivity, and learn to associate productivity with better wages.

Activity B - Help students to find information about inventions and prepare short written reports on inventors.

Activity C - Ask the students to prepare reports from several sources on inventions. They will find who invented it, when it was invented, and how it has helped productivity both then and now.

I. NETWORKS

Generalization: A complex mechanized society requires an advanced communication and transportation mechanism.

*Learner Outcome 21: The student will identify the most common modes of transportation.

Activity A - Using various materials, magazines, books, newspapers, ask the students to make a bulletin board showing the most common modes of transportation. They will write one paragraph below each picture to identify the mode of transportation and to explain its basic use.

Activity B - Ask the students to draw various types of transportation and compile a scrapbook on transportation.

Activity C - Ask the students to discuss the most common modes of transportation and research and make reports on the history and origin of each type of transportation.

Learner Outcome 22: The student will explain the role of transportation in the distribution of scarce goods and services.

Activity - Through class discussion and note-taking, ask students to identify and explain goods which are transported long distances. A trip to a shipping port would be helpful; oil in pipelines, etc.

*Learner Outcome 23: The student will list the major kinds of communication.

Activity A - Ask the students to list all the means of communication they can. They will research to find what advantages there are to using each means of communication named.

Activity B - Ask students to find pictures of communication media. (Use these pictures to prepare a bulletin board or booklet.)

Activity C - Ask the students to prepare a report on a topic of their choice relating to transportation and communication using a variety of resources.

VOCABULARY

1. communication
2. competition
3. consumer
4. currency
5. deflation
6. demand
7. deposit
8. distribution
9. energy
10. exhaust
11. export
12. fluctuation
13. free enterprise
14. goods
15. import
16. inflation
17. interdependence
18. invention
19. market economy
20. mode
21. natural
22. needs
23. private
24. profit
25. productivity
26. property
27. public
28. resource
29. scarcity
30. services
31. society
32. supply
33. wants

IV. CONCEPTUAL STRAND: POLITICAL ORGANIZATION

A. POLITICAL SYSTEMS

Generalization: In every society humans have established a political system for the purpose of delegating authority.

*Learner Outcome 1: The student will state the meaning of democracy.

Activity A - Ask the students to participate in a class discussion about the meaning of democracy. A mock election concerning a class field trip to Astroworld or to Six Flags Over Texas can be held to illustrate majority rule in a democracy. Students will discuss advantages of a democracy over other forms of government established by selected regions being studied.

Activity B - After participating in a class discussion about the meaning of democracy, ask the students to assist in tabulating the results of the mock election held in Activity A.

Activity C - Assist the students in researching the term democracy and summarize their findings for reporting to the class. They will draw cartoons to illustrate advantages of living in a democracy.

Learner Outcome 2: The student will name various types of political systems that exist in other countries.

Activity A - After teacher-pupil discussion of various political systems in other countries, ask students to name two political systems and their respective countries.

Activity B - Ask the student to name and discuss the meaning of one political system other than that of the United States.

Activity C - The students will research four political systems, their countries, and their leaders. Ask them to prepare a chart to illustrate their findings.

Generalization: Various criteria exists for comparing similarities and differences among political systems.

Learner Outcome 3: The student will identify the role of the individual, the method of decision-making, and political structure as the major criteria in comparing similarities and differences among political systems.

Activity A - The class will choose another region of the world to compare its political system with that of the United States. After reading from several sources provided by the teacher, the students will discuss the similarities and differences of the two systems. They will write one or more paragraphs explaining why they prefer one political system over the other.

Activity B - Ask the students to participate in the class discussion mentioned in Activity A. They will complete a chart on the similarities and differences of the two political systems. The chart will be divided into three categories: Role of the individual, method of decision making, and politcal structure.

Activity C - Give the students information on the political systems of the Soviet Union and the United States. Ask them to determine which one has more guarantees of people's freedoms and lives.

B. GOVERNMENT

Generalization: Political systems exist to make authoritative decisions binding on all citizens.

Learner Outcome 4: The students will explain the citizens' responsibilities to uphold the laws of the state.

Activity - Divide the class into two groups. Ask the students to write a list of laws that all citizens should obey. Ask them to explain what would happen if no laws existed. Have them list laws they already know about that are passed by the state government.

Learner Outcome 5: The student will identify the United Nations and describe some of its goals.

Activity A - Show the students a picture of the United Nations Building in New York. Discuss the goals of the organization and have them fill in brief sentences on a topic outline as each topic is highlighted during a lecture and discussion session.

Activity B - Ask students to draw a picture of the United Nations Building and write a paragraph about it.

Activity C - Organize a mock United Nations session. Ask students to role play a current world problem that is being debated before the General Assembly.

C. LAW

Generalization: Every society creates laws and imposes sanctions and penalties for violation of the laws.

*Learner Outcome 6: The student will identify reasons laws are necessary for citizens.

Activity A - The class will view a filmstrip on laws and regulations. After discussing the filmstrip, ask students to make a list of at least ten laws and write reasons they feel the laws are necessary.

Activity B - Ask students to make up ten rules that everyone in class should obey. Discuss with them why rules are important to society.

Activity C - Give the students some examples of recent state legislation that affects the schools. Ask them to discuss why these laws should be obeyed by all citizens.

Learner Outcome 7: The student will differentiate between law enforcement methods used in the United States and those used in another country.

Activity A - After reading about methods of law enforcement in another country, plan for the students to hear a police officer explain local law enforcement methods and penalties for violations of various laws. The students can make a project depicting the similarities and differences between the two countries being studied.

Activity B - Plan for the students to listen to a guest speaker and draw pictures to illustrate different law enforcement methods.

Activity C - Plan for the students to research the history of law enforcement techniques of the two countries being contrasted and present a report to the class.

D. CITIZENSHIP

Generalization: Citizenship in a democracy is the exercise of duties, responsibilities, and privileges.

Learner Outcome 8: The student will identify rights, responsibilities, and duties of citizenship.

Activity A - After reading about and discussing citizenship, ask the students to list three rights, three responsibilities, and three duties of citizenship.

Activity B - Ask the students to bring in pictures showing examples of people being good citizens. Have students write a sentence about each picture.

Activity C - Ask the students to prepare a chart, listing and illustrating at least four rights, responsibilities, and duties of citizens both in our country and in another selected country. Compare likes and differences.

Learner Outcome 9: The student will compare the flag, the eagle, and the liberty bell as symbols of American patriotism with patriotic symbols of another country.

Activity A - Ask the class to brainstorm a list of as many American patriotic symbols as they can. Show a filmstrip on American patriotism. Draw or trace patriotic symbols for individual booklets. Research patriotic symbols of another country. Compare the meaning of the symbols representing the other country with our patriotic symbols.

Activity B - After participating in the class brainstorming session and discussion of the filmstrip, ask the students to scan magazines to find pictures of American patriotic symbols to be used to make a class bulletin board.

Activity C - Help the students to research the patriotic symbols of two other countries of the world. Have them prepare a poster showing drawings of the patriotic symbols representative of America and those representative of the selected countries.

VOCABULARY

1. arrested
2. Bill of Rights
3. citizen
4. citizenship
5. constitution
6. delegating
7. democracy
8. dictator
9. election
10. government
11. majority
12. minority
13. mock
14. monarchy
15. patriotism
16. political
17. regulation
18. sanctions
19. shoplift
20. symbolism
21. system
22. theft
23. thief
24. United Nations
25. vandalism

V. CONCEPTUAL STRAND: HISTORICAL HERITAGE

A. CHANGE

Generalization: Change has been a universal characteristic of all human societies.

Learner Outcome 1: The student will identify changes that have occurred in the history of a world region which is currently being studied.

Activity A - After discussing things that have changed during the students' lifetime, show a filmstrip about changes in the history of the region being studied. Discuss causes of change and results of change.

Activity B - Ask the student to participate in a class discussion after viewing a filmstrip on history. Match a list of changes with the name of the region being studied.

Activity C - Help the student prepare a historical tour guide of the region being studied. The guide will depict the setting of interesting places before and after changes occurred. A brief paragraph explaining the changes will follow each illustration.

Generalization: The leadership of certain individuals has had a profound influence on the course of history.

Learner Outcome 2: The student will identify individuals whose leadership has greatly influenced the history of the particular region being studied.

Activity A - Ask the class to discuss leaders who have made significant contributions to the region being studied. Research to find out who has served as influential leaders in the history of the selected region of study. Make a list of the leaders and state the reasons for which they are remembered. Compare the two groups of leaders. Ask the class to discuss contemporary people who will probably influence history. Give reason why they will influence history.

Activity B - The students will participate in the class discussion of significant individuals whose leadership has altered ways of living in their respective societies. Ask the students to select one leader and draw a picture to illustrate that person's influence on society.

Activity C - Help the students make a diorama about an individual whose leadership has significantly influenced the history of the region being studied.

B. CAUSE AND EFFECT

Generalization: Change can be brought about by new theories of science and technology.

Learner Outcome 3: The student will name inventions which have altered and affected the lives of people living in the region being studied.

Activity A - Divide the class into groups. Ask each group to list as many inventions as they can. Reassemble as a class. Share orally the various inventions listed. Have a recorder write different inventions on the chalkboard. Divide the list of inventions among the original groups. Have each group research to find which of the inventions altered the lives of people living in the region being studied. Share results with the class.

Activity B - Ask the students to participate in a brainstorming activity about inventions and their uses. Select one invention affecting the people and ask them to illustrate it by a drawing.

Activity C - Ask students to do research on inventions which have caused a change in the way people entertain themselves. Ask them to make predictions about future entertainment.

Generalization: Population growth and density affect a nation's political, social, and cultural attitudes.

Learner Outcome 4: The student will explain how population growth has affected the cultural attitudes of the region being studied.

Activity A - Read to the students a brief historical summary about the way of life in the region being studied. Compare a population density map of the region fifty years ago with a current population density map. List cultural changes which have occurred in the region. Compare the list with changes in our own culture. Try to infer how population growth affects cultural attitudes.

Activity B - Help the students to make a chart stating cultural attitudes of the region being studied. Ask students to tell in their own words how they think population density has affected the cultural attitudes.

Activity C - Ask the students to write an essay on how they think population density has affected cultural attitudes of the region being studied.

Generalization: A knowledge of the past is necessary to understand the present and to project the future.

Learner Outcome 5: The student will explain how a knowledge of the past is beneficial in explaining the present and projecting the future.

Activity - Help the students to select a topic of current interest such as the oil crisis. Make a bulletin board of newsclippings about the topic. Have class discussion on the articles. List the causes and effects of the situation. Tell what will likely happen unless well planned action is taken.

Generalization: An important aspect of America's foreign relations has been the growing economic interdependence of the world.

*Learner Outcome 6: The student will explain how the United States and the region being studied are economically interdependent.

Activity A - Ask the students to list the imports and exports exchanged between the United States and the region being studied. Discuss which items are acquired primarily from these two sources.

Activity B - Provide the students with a list of the imports and exports exchanged between the United States and the region being studied. Ask the students to identify from each list the items they feel are a necessity for each country. Discuss economic interdependence.

Activity C - On an outline map of the world, ask the students to label the major countries which produce the import and export items listed in Activity A. Use different colors to trace routes from the United States to each of the countries supplying the items we import. Likewise trace routes from the region being studied to each country producing the items they import. Compare the trade routes as to distance. Students will discuss cost factors related to transportation costs.

C. CONTRIBUTIONS OF INDIVIDUALS

Generalization: Leaders from various ethnic groups have made contributions to the development of this country.

*Learner Outcome 7: The student will identify leaders from varous ethnic groups who have made contributions to the development of this country.

Activity A - Ask students to scan articles and books about people who have made significant contributions to the region being studied. Write the various ethnic groups on a poster, and beneath each heading, list the contributors from that group. State the contribution beside each contributor's name.

Activity B - Select two or more contributors from different ethnic groups. Ask the students to draw a picture to illustrate their contributions.

Activity C - Ask the students to make a poster with headings for the different fields in which contributions such as art, music, sports, literature, etc., were made. Beneath each heading, list the names of the contributors.

Generalization: American history has been influenced by men and women from other countries.

Learner Outcome 8: The student will identify men and women from other countries who have influenced American history.

Activity A - Give a list of names of people from other countries who have influenced American history in the areas of science and art. Find out how the person influenced American history. Present oral reports to the class.

Activity B - Use the list in Activity A. Ask the students to choose one influential foreign man or woman who has influenced American history. They will illustrate the influence with a drawing. Display the drawings in the classroom.

Activity C - Have students imagine they are members of another country who would like to influence American history. Then have them write a report on what they would like to be able to accomplish.

Learner Outcome 9: The student will identify contemporary personalities.

Activity - Ask the student to make a list of Louisiana people who have made contributions in each of the following areas: history, music, art, and the military. Give a report about famous Louisiana personalities.

E. LANDMARKS

Generalization: One means of honoring and remembering a country's past is through the recognition of national shrines and historical landmarks.

Learner Outcome 10: The student will identify some national landmarks.

Activity - Plan for the students to do research on well-known geographical landmarks in the country, such as the Grand Canyon, Pike's Peak, etc. Help them understand the significance of these landmarks to our country's history.

F. HOLIDAYS, CUSTOMS, AND TRADITIONS

Generalization: Beliefs, life-styles, and values vary according to time, place, and circumstances.

Learner Outcome 11: The student will compare popular beliefs of today with those of their parents' childhood.

Activity A - Given a list of topics, ask the students to make a list of their beliefs about each. Ask them to poll their parents to find out how they believed about each topic as a child and how they believe today. Read about beliefs of people in another country. Compare our beliefs with theirs.

Activity B - Ask the students to draw an illustration of their parents' belief about a particular concept and draw an illustration of their own belief about the same concept. Students will compare their two illustrations.

Activity C - Help the students write their own play depicting differences between the beliefs held by people in America and those supported by people living in the country being studied.

Learner Outcome 12: The student will compile a list of characteristics of life-styles during the 1950s, the 1960s, and the 1970s.

Activity A. After studying past and present life-styles, ask the student to list and illustrate varying life-styles for the 50s, 60s, and 70s.

Activity B - Ask the student to find pictures showing varying life-styles from the 50s, 60s, and 70s.

Activity C - Ask the student to compile a booklet showing projections for life-styles during the 1990s.

Learner Outcome 13: The student will familiarize himself with certain Louisiana Festivals such as Mardi Gras, Yam Festival, Rice Festival, Cotton Festival, Crawfish Festival, State Fair, and Columbia Art and Folk Festival.

Activity A - Hold a class discussion on festivals including locations, activities involved, time of year, reason the festivals are held, and other important facts about them. Ask the student to draw and color a mural depicting important Louisiana Festivals.

Activity B - Ask students to find information on a particular Louisiana Festival. They could draw pictures and report to the class on important facts about the Festival.

Activity C - Ask students to write to the Chamber of Commerce in the cities where various festivals are held and ask for information concerning the festival. When information arrives, student should make report to the class and display the materials.

VOCABULARY

1. belief
2. contribution
3. conservation
4. culture
5. ethnic
6. export
7. festival
8. historical
9. import
10. influence
11. interdependent
12. invention
13. landmark
14. life-style
15. natural resource
16. population density
17. shrine
18. society
19. technology
20. universal
21. value

GRADE FIVE

NATIONAL STUDIES

I. CONCEPTUAL STRAND: PHYSICAL GEOGRAPHY

A. LOCATION

Generalization: Objects may be spatially related as to direction, distance, and time.

*Learner Outcome 1: The student will identify and use cardinal directions and intermediate directions on a map.

Activity A - Arrange the class into small groups. Ask students to list four cities in each cardinal and each intermediate direction. Use individual maps of the United States. Exchange their work with another group and use atlases or a large class map to check the information.

Activity B - On individual ditto maps of the United States, ask the students to refer to a north arrow or compass rose and label North, South, East, West, Northeast, Southeast, Northwest, and Southwest with the abbreviations for each.

Activity C - Provide road maps or atlases for each student. Working in groups, ask the students to identify a specific city, town, lake, etc. Name other geographical points nearby. Have each group write the direction they must travel to reach the given points. Continue to process giving students practice with the concept of direction.

*Learner Outcome 2: The student will identify the directions, North and South, to the respective poles.

Activity A - Using a globe, ask the students to identify the North Pole, the South Pole, the Arctic Circle, and the Antarctic. Working in groups, use globes, large class maps, or atlases to locate several cities or towns that are located at approximately 10 degree intervals from the equator.

Activity B - Working in small groups, help the students to use compasses to determine direction in the classroom. On a diagram, students will label the corresponding areas of the classroom.

*Learner Outcome 3: The student will locate specific places on a map after being given the points of latitude and longitude.

Activity A - Using individual maps with parallels and meridians, ask students to locate specific cities for which the latitude and longitude have been given. Work in pairs and check each other's work.

Activity B - Given information on latitude and longitude, help students to plot the course of a hurricane on a large map.

Activity C - Divide the class into seven groups and assign a continent to each group. Have each group locate five cities of their choice and two lakes (or any other geographical points). List the names of the cities and geographical points and the points of latitude and longitude of each. The students will report to the class and check for accuracy.

*Learner Outcome 4: The student will use a legend to find specific information on a map.

Activity A - On a basic ditto map of the United States, divide the United States into the following regions: Northeast, South, Middle West, Great Plains, Rocky Mountains, Intermontane Province, and the Pacific West. Ask students to color each region a different color and construct a legend using the colors representing each region.

Activity B - Provide a map in the basal text which contains a legend. Ask the students oral questions building map reading skills. Ask the students to work in small groups with a written set of questions and a map with a legend. Have the students answer questions requiring reading of the legend.

Activity C - Ask students to construct a product map of Louisiana with references. Use a legend to indicate at least five products.

Learner Outcome 5: The student will identify the time zones of the United States on a map.

Activity - On a basic outline map of the United States, ask students to label the time zones using a point of reference. Divide students into groups and give various word problems involving a knowledge of time zones. Make the problems fun and relevant to sports, current events, television programs, etc.

*Learner Outcome 6: The student will identify the two countries that are located adjacent to the continental United States.

Activity A - Ask the students to determine the line of latitude or the parallel which separates the United States from Canada and Mexico. Use atlases and a large class map for references.

Activity B - Ask students to use a completed map as a model and label Canada, Mexico and the United States on their own maps of North America.

Activity C - Ask students to write to their public librarian or use an almanac to find out the current heads of state in Canada and Mexico. Review the names of the president and vice-president of the United States. Collect newspaper articles about Canada and Mexico and display on a bulletin board entitled "North America."

Learner Outcome 7: The student will compute the distance between two points on a map by using a scale.

Activity A - Ask the students to work in small groups to measure the distance between cities or two given points using basic text maps, atlases, or road maps where a scale is given.

Activity B - Ask students to measure the length and width of the classroom. Construct a scale together that will allow you to show the classroom on a sheet of paper that is 8 inches by 10 inches.

Activity C - Help the students to measure the basketball court or cafeteria. Ask them to make a scale and draw the measured area to scale. Work in groups for this task.

Learner Outcome 8: The student will use maps and globes to explain the geographic setting of historic and current events.

Activity - Plan for the students to report weekly on current events. As reports are presented, have students locate on a large map the area with which their article is concerned.

*Learner Outcome 9: The student will identify on a map the source and mouth of the Mississippi River, be able to trace the course of the river, and identify the location of the Gulf of Mexico.

Activity A - Ask the students to trace the Mississippi River on an outline map of the United States, labeling the city that is at its source, and identifying the city at the mouth. On the same map, label the Gulf of Mexico.

Activity B - Write on the board: St. Paul, New Orleans, and the Gulf of Mexico. Ask students to locate these places and trace the Mississippi River on a wall map. Work in groups and label on individual U. S. maps.

Activity C - Using a map of the United States for reference, ask students to list the states that border the Mississippi River and the cities that are located on the river between St. Paul and New Orleans.

*Learner Outcome 10: The student will identify the city, state, country and continent where he lives.

Activity A - Using individual maps or atlases, ask one student to orally give the name of a specific place. Another student will classify the place as to whether it is a city, state, country, or continent. Continue the process until each student has participated.

Activity B - Students are to complete a simple fact sheet giving the names of the city or town, parish, state, country, and continent where they live.

Activity C - Ask students to construct a three-bar graph comparing the population of their city, state, and the United States. (Use an encyclopedia or World Almanac for the information.)

B. TOPOGRAPHY

Generalization: Maps represent all or parts of the earth.

*Learner Outcome 11: The student will identify on a map and a globe the equator, prime meridian, continents, oceans, parallels and meridians.

Activity A - Ask students to label the continents, oceans, equator, and prime meridian on individual outline maps of the world. Also identify on a wall map lines of latitude and longitude. Locate cities when given points of latitude and longitude using individual maps or atlases.

Activity B - Ask students to locate on a wall map or globe the equator, prime meridian, continents, oceans, parallels, and meridians. They will write in the correct labels on their individual outline maps.

Activity C - Using a large class map, ask students to locate cities or other specific places when given the latitude and longitude. Reverse the process and have students find their own city or other given geographical points and then give the latitude and longitude. This should be done in small groups using globes.

*Learner Outcome 12: The student will identify the continents on an outline map of the world.

Activity A - Ask students to sketch the outline of the continents using maps from the text or atlases and label each.

Activity B - Provide the students with a puzzle map of the world or any map showing the outlines of continents. Use an opaque projector to project the image. Ask students to identify the continents from the projected outlines. Students may also trace the projected outlines and label and display them in the classroom.

Activity C - After identifying the continents, ask the students to rank the continents from smallest to largest according to land area. They may check their answers by doing research in reference books.

Learner Outcome 13: The student will compare maps of different scales of the same area.

Activity - Ask the students to compare the size Louisiana appears to be on a state map with the size that Louisiana is shown on a map of the southeastern states, a United States map, and a world map. Make appropriate comparisons and conclusions.

Learner Outcome 14: The student will describe the following land and water forms: islands, peninsula, isthmus, strait, lake, river, ocean, and locate on maps.

Activity A - Using a map of the United States and working in small groups, ask the students to find examples of these land and water forms. Write the name and the example.

Activity B - Ask the students to draw examples of the land forms listed in the learner outcome and exhibit in class.

Activity C - Ask the students to define lake, river, and ocean using a dictionary, maps of the United States and world. Give an example of each. In class, discuss the differences in these water forms.

Learner Outcome 15: The student will identify and use a relief map.

Activity - Provide a simple relief map in the classroom (plastic variety) and have students locate examples of similar forms of topography in different regions of the United States. (Also take time out when studying maps in various texts to note color contour of areas and relate to appropriate keys.)

Learner Outcome 16: The student will explain how topography affects population.

Activity - On a population map of the United States, ask students to find the Rocky Mountain area and list the names of the large cities in the area. Give reasons for the obvious lack of large cities. Find Florida and California on the map. Give reasons why these states have many cities and are densely populated. Continue this process with other states and regions, giving reasons for the dense or large population.

*Learner Outcome 17: The student will locate on a map of the United States the following basic regions: Northeast, South, Middle West, Great Plains, Rocky Mountains (Intermontane), and West.

Activity A - On a basic outline map of the states in the United States, ask students to draw in the regions of the United States, color in different colors, label, and construct a corresponding legend.

Activity B - Divide the class into groups and assign to each group a region of the United States. Ask each group to find information on its region: states in the region, natural resources of the region, major cities, rivers, lakes, and national parks. Show each region on a large wall map and let each group report.

Activity C - Divide the class into committees and assign one region to each. Plan a panel discussion in which each student is responsible for a special topic. Topics in the Great Plains region, for example, might be: the cattle and sheep feud, the Sioux, why the cattlemen and farmers fought, sod houses, results of the lack of rainfall, the Winchester rifle and Colt revolver, why the buffalo herds became rare. Have a panel discussion on each of the regions, bringing in historical, sociological, and geographical topics which require some research.

*Learner Outcome 18: The student will identify the atlas as a source of maps.

Activity A - Ask students to use atlases individually to determine distances from one point to another using the scale.

Activity B - Ask students to use atlases in small groups to find teacher directed information on the United States. Example: Into what body of water does the Mississippi River flow?

Activity C - Ask students to use the table of contents of an atlas and locate all maps pertaining to the United States. Make a list of these maps and the page numbers where they are found.

Learner Outcome 19: The student will identify states within geographic regions.

Activity A - Ask students to label states and capitals in each state region (example: New England States) as they are studied on individual outline maps and display in class.

Activity B - Provide students with an outline of the states by region. Outline on an overhead transparency of the United States. Label the states. Leaving the transparency on, ask students to label the state of the region on individual maps.

Activity C - Divide the class into groups, giving each group a state within a region. Ask each group to research for particular information on the state using encyclopedias and almanac. (Example: state capital, population, resources, climate conditions, manufactured products, state motto, etc.) Have each group report orally to the class on its state.

C. CLIMATE

Generalization: Climate varies according to zone and location.

Learner Outcome 20: The student will interpret the fact that man's way of living is related to his environment.

Activity A - Report in small groups on industries in the United States. Ask each group to research and report on an industry, where it is located, and conclude if there is a relationship between the industry and the environment: (1) citrus fruit growing, (2) fishing, (3) logging, (4) movie-making, (5) automobile manufacturing, (6) rice growing, (7) missile launching (Cape Canaveral), or any of your own examples.

Activity B - Ask students to draw simple sketches to represent orally stated descriptions such as "This is a place near the North Pole. Snow covers the ground all year and the water is frozen most of the year."

Activity C - Ask students to pretend they are with the Louisiana Tourist Commission. They are to list reasons why people should visit Louisiana and write them a letter or brochure. They should include a description of the climate in Louisiana, the best times to visit the state, and a list of places of interest which should be visited.

Learner Outcome 21: The student will relate climate to latitude and physical features.

Activity - Ask students to use an encyclopedia and find the average temperature of given cities located at 20 degree intervals beginning at the equator. List the cities and temperatures; discuss the conclusion that warmer temperatures exist near the equator.

D. NATURAL RESOURCES

Generalization: The earth provides us with resources which may be allocated for various uses or conserved.

Learner Outcome 22: The student will distinguish between natural resources and those which are man-made.

Activity - Place on the board names of resources such as steel, paper, trees, oil, gas, cloth, plastic, salt, water, etc. Ask students to make two lists headed Natural and Man-Made. Discuss the use of each.

Learner Outcome 23: The student will identify the natural resources of Louisiana.

Activity - Ask students to make a graph showing the natural resources in Louisiana. This may be a picture graph, circle graph, or bar graph. Use encyclopedia as references. (This should be limited to approximately five natural resources so that the students can learn the skills of making and reading graphs.)

Learner Outcome 24: The student will infer how natural resources in a particular area affect industry.

Activity - Ask students to name industries found in Louisiana and list the raw materials that are used in these industries, determining whether the materials are found in the area. Poll the class to see how many students have parents working in these industries.

*Learner Outcome 25: The student will relate the scarce water resources to patterns of land use in the Great Plains.

Activity A - Ask students to research the average rainfall on the Great Plains and discuss ways to hold water in the soil.

Activity B - Ask students to draw a picture to illustrate crop rotation and explain what it means.

Activity C - Ask students to write a short report on the effects of wind erosion or the "Dust Bowl."

E. ECOLOGY

Generalization: Ecology refers to the interrelationship of man and his environment.

*Learner Outcome 26: The student will relate that resources of the earth are finite and must be conserved.

Activity A - Ask students to take a poll of the families on their block or in their area. Determine the number of people who carpool to work and the number of people who drive alone. Make a chart or simple graph to display their findings. Discuss energy conservation.

Activity B - Ask students to survey their homes and determine ways in which energy is being used. Make two columns: "Things That Are Essential" and "Things That Are Not Essential." List appliances in the home under one of the two categories. Discuss in class what energy is, how it is obtained, nad how it can be conserved.

Activity C - Ask students to make a list of the kinds of seafoods found in Louisiana waters. Discuss what must be done by all of us to preserve these kinds of water life. What can cause our seafood to become scarce or die out?

Learner Outcome 27: The student will name specific ways to protect and conserve Louisiana's resources such as water, oil, gas, trees, plants, and seafood.

Activity - Plan for students to work individually on one category such as: (1) water, (2) oil and gas, (3) trees and plants, (4) seafood, and (5) salt, sulphur. Divide the class equally so that all topics are adequately covered. Ask each student to list ways in which the natural resource is used and ways in which the resource can be protected and used wisely. List all ways on the chalkboard and/or prepare posters on each resource.

VOCABULARY

1. atlas
2. cardinal directions
3. city
4. conservation
5. continent
6. country
7. ecology
8. environment
9. equator
10. erosion
11. graph (bar, circle, picture)
12. Great Plains
13. hemisphere
14. intermediate directions
15. island
16. isthmus
17. lake
18. landfarms
19. latitude
20. legend (map)
21. longitude
22. meridian
23. mouth (river)
24. natural resource
25. ocean
26. parallel
27. peninsula
28. pollution
29. population
30. prime meridian
31. region
32. relief map
33. resource
34. rural
35. scale
36. source
37. strait
38. state
39. time zone
40. topography
41. urban

II. CONCEPTUAL STRAND: SOCIAL ORGANIZATION

A. CULTURE

Generalization: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

Learner Outcome 1: The student will compare various cultural components of the early American settlers with the Indian tribes of the Northeast.

Activity A - Make a chart comparing cultural aspects of the Northeastern Indian tribes with the early English colonists.

Activity B - Given a set of pictures, ask students to compare the cultural components of the Indians with those of the early settlers.

Activity C - Help students research child rearing practices and education of both the Northeast Indian tribes and the early English colonists.

Learner Outcome 2: The student will examine cultural roles of the family.

Activity A - On one side of a chart, ask students to write "The Colonial Family" and on the other side, write "My Family." Compare modern family members' roles with the corresponding roles of colonial family members.

Activity B - Using magazine pictures, ask students to make a collage showing family members performing their roles.

Activity C - Take a poll in your class or school and determine how many students have working mothers. Conclude how this affects the roles of other family members.

*Learner Outcome 3: The student will list ways that technology reduces the time needed for food preparation, thus giving the family more time for recreation.

Activity A - Discuss how dishwashers and microwave ovens save time in meal preparation. List things that parents do with the time saved by use of technology in food preparation.

Activity B - Ask students to interview parents or grandparents to find out how much time it takes to prepare a meal today compared to twenty years ago. Decide on reasons for time differences.

Activity C - Ask students to research how food was preserved in Colonial America. Compare this with modern techniques as far as time saved, costs, etc.

B. ETHNIC GROUPS AND CONTRIBUTIONS

Generalization: American society is composed of many ethnic groups, each with its own identity, contributions, and conflicts.

Learner Outcome 4: The student will list significant contributions to American society made by individuals from various ethnic groups.

Activity A - Ask the students to brainstorm with teacher assistance and compile a list of notable persons in the fields of art, music, literature, science, medicine, sports, and government. Work in groups to research the ethnic origin of each contributor.

Activity B - Ask students to draw illustrations or paste cutouts of small pictures beside each name on the poster compiled by the groups in Activity A. Pictures should illustrate the contributions made by each person.

Activity C - Ask students to choose one of the contributors from the list compiled under Activity A. They should do research on the person's life and write a short biography to be read to the class.

Learner Outcome 5: The student will list American foods which have their origins in other countries.

Activity A - Give the students a list of foods from other countries. Ask them to use the yellow pages of a telephone directory or the newspaper to make a list of restaurants which specialize in these foods from other countries. Categorize according to ethnic groups.

Activity B - Ask each student to bring to class the recipe for a typically ethnic dish. They should give the name of the recipe, explain how to prepare it, and identify the ethnic group with which it is usually associated. (Those who can should prepare their food item and bring it to class for others to sample.)

Learner Outcome 6 - The student will identify some examples of French heritage in Louisiana.

Activity A - Ask students to make a model of an Acadian farm showing ways in which the family lived and worked--Acadian house, fishing, farming, etc.

Activity B - Read to the class Longfellow's poem "Evangeline" and trace on a map the migration of the Acadians from Canada to Louisiana.

Activity C - Ask students to research individuals who settled Louisiana and make a report to the class.

Example: Marquette, Joliet, LaSalle, Iberville, and Bienville.

Activity C - Ask students to take a poll of their classmates to see what kinds of foreign foods they like. Plot their results on a bar graph, then share results with the rest of the class.

C. MORAL AND SPIRITUAL VALUES

Generalization: Each culture has its own system of moral and spiritual values.

Learner Outcome 7: The student will list some values held by the North American Indian tribes.

Activity - Help the students to research the beliefs and values that an Indian tribe in North America held with regard to family, fighting, honor, respect for authority, the land, etc. Ask them to compare these values with those students hold today.

Learner Outcome 8: The student will identify behavior that is valued in our society.

Activity - Brainstorm as a class and place on the board kinds of behavior valued in our society. Ask each student to make a list of values that are most important to them and that they want to attain.

Learner Outcome 9: The student will identify some individuals who have contributed to the arts in Louisiana.

Activity - Make a bulletin board display naming individuals and their accomplishments. Use outside resource material, records, etc., to expose students to these individuals.

Examples: Clementine Hunter (primitive artist), Louis Armstrong (musician), John Audubon (painter), James Collier (architect), James Dakin (architect), Ronnie Kole (pianist).

VOCABULARY

1. characteristics
2. culture
3. cultural change
4. cultural trait
5. custom
6. environment
7. ethnic group
8. heritage
9. motivation
10. norm of behavior
11. peer
12. social group
13. subculture
14. technology

III. CONCEPTUAL STRAND: ECONOMIC ORGANIZATION

A. ECONOMIC SYSTEMS

Generalization: In every society there must evolve a system for distributing scarce goods and services.

Learner Outcome 1: The student will distinguish between a command and a market economy.

Activity A - Ask students to cut out car ads from newspapers showing prices. Discuss reasons for prices and why individuals are willing to pay a certain price.

Activity B - Ask students how automobiles are produced. Ask them how we can decide on how much is produced or how much we pay for these vehicles. (Continue your questions on this train of thought to show children that we have a market economy.)

Activity C - Ask students to research one country that has a command economy. Compare and contrast the United States to this country. Decide and list the advantages and disadvantages of each.

Learner Outcome 2: The student will identify three stages of economic development (i.e., undeveloped, developed, developing).

Activity A - Divide the class into three groups and assign each group one of the three stages of economic development. Ask students to design bulletin boards, charts, dioramas, etc., to illustrate the characteristics of the economy.

Activity B - Ask students to make product maps of three countries showing each country in one of the three stages of economic development.

Activity C - Using a comic strip format, ask students to sketch each stage of economic development of selected countries.

B. INFLATION AND DEFLATION

Generalization: Every market economy experiences periodic fluctuations in its level of economic activity.

Learner Outcome 3: The student will explain the effects of inflation on the lives of people.

Activity - Ask students to list different ways that inflation hurts families and the country. Compare modern inflationary times with other periods of time in American history. Note similarities and differences.

C. SCARCITY

Generalization: Because wants are unlimited and resources are limited and versatile, all economic systems must be concerned with the problems of relative scarcity.

Learner Outcome 4: The student will identify resources found in the United States during the colonial period and describe their effect on our economic growth.

Activity - Ask students to make a poster by drawing or collecting pictures of resources found in the United States during the colonial period. Discuss availability of these resources today.

*Learner Outcome 5: The student will make a list of natural resources that are scarce in the United States today.

Activity A - Ask students to make a mural showing unlimited wants on one side and our limited resources on the other. Discuss ways in which resources can be conserved.

Activity B - In small groups, ask students to discuss what happened to the abundance of natural resources which were in the United States during the colonial period. Illustrate the selfish or wasteful use of one such resource.

Activity C - Ask students to compile a list of natural resources which are scarce in our state. List solutions, if any, to accommodate for this scarcity.

D. PROPERTY, COMPETITION, AND FREE ENTERPRISE

Generalization: Markets differ in the extent to which competition prevails.

Learner Outcome 6: The student will define the word monopoly and identify examples of a monopoly.

Activity - Help students illustration the term "monopoly." Play the game Monopoly. Ask them to discuss the characteristics of a country with a monopolistic form of government.

*Learner Outcome 7: The student will list ways of advertising in a competitive economy.

Activity A - Ask students to make their own advertisements (i.e., magazine ad, TV commercial, billboards, etc.) showing a certain product and why people should buy their product.

Activity B - Ask students to look at TV for one night. List five commercials that appealed to them. For each commercial, write down one thing that made them want to buy that product.

Activity C - Ask students to pretend they are TV producers. Produce a commercial for the class. Take a survey afterwards to see how effective the commercial was. Discuss variations to improve the commercials.

E. SUPPLY AND DEMAND

Generalization: In a market economy, price is the major factor in determining the use of scarce resources for the production of goods and services.

*Learner Outcome 8: The student will identify and explain the factors that affect the price of a product.

Activity A - Ask students to collect news articles, pictures or advertisements giving information about new goods that are offered for sale. Discuss who would want to buy these products and what items already on the market might be replaced by the new products. Discuss consumer's role in determining the price of a product.

Activity B - Using magazines, ask students to cut out pictures of twenty items people demand. Glue these in a collage or on a box or bottle.

Activity C - Present a panel discussion on the Law of Supply and Demand. Consider: a) desirable products, b) what would happen if too much of an item is produced--as too many cars. How would jobs and the price of the product (cars) be affected?

F. MONEY

Generalization: In a developed economy money is used in the exchange of goods and services.

*Learner Outcome 9: The student will explain the use of money as a medium of exchange in the market system.

Activity A - Ask the students to bring in ads from a newspaper or catalog. Ask them what different ways the products might be purchased, i.e., cash, check, credit card, etc.

Activity B - Ask students to make cartoons illustrating situations that might occur if there were no coins, currency, credit or banks.

Activity C - Ask students to list the advantages and disadvantages of purchasing goods by money and/or credit. Go over the term "interest" and its part in a purchase.

G. BANKING

Generalization: The bank's role in safeguarding savings, arranging for the transfer of money by checks, and loaning money is vital to our market economy.

Learner Outcome 10: The student will list services offered by local banks.

Activity A - Help students to set up a model bank in a classroom. Let them take turns portraying bank personnel, describing what his or her job offers the community.

Activity B - Ask students to discuss what a bank is and what it offers its customers. Have the students illustrate a bank and design an advertisement for their bank.

Activity C - Have a bank officer visit the classroom and tell of services offered by his/her bank.

H. TECHNOLOGY

Generalization: Productivity is increased when people use tools and machines.

Learner Outcome 11: The student will list the advantages of production through advanced technology.

Activity - Form the class into small committees. Have students seek information about the way a product was produced by an independent craftsman and the way the same kind of product is mass produced today. Make a chart with the headings "Tools Used," "Hours Worked," and "Amount of Product Produced." Ask students to fill in information on each way a product was made.

Learner Outcome 12: The student will explain the role of automation in increasing productivity.

Activity A - Ask the students to select one machine and write a report on how it increases production.

Activity B - Ask the student to cut paper one piece at a time into ten pieces, then two at a time, five at a time. He will decide which is the fastest way.

Activity C - Ask the student to select a product for research. He will determine how automation has increased production of this product. Example: Cotton before and after the cotton gin.

I. NETWORKS

Generalization: A complex mechanized society requries an advanced communication and transportation mechanism.

Learner Outcome 13: The student will identify the ways that various modes of transportation affect price and choice of a product.

Activity A - Ask students to list modes of transportation and find which products are brought to us by the different modes. This will be done through class discussion and reference materials.

Activity B - Ask students to list different modes of transportation.

Activity C - Ask students to research different modes of transportation and the cost of each as it directly affects products.

Learner Outcome 14: The student will explain why a transportation system is the economic backbone of a nation.

Activity A - Ask students to list forms of transportation that aid in holding a country together.

Activity B - Ask students to brainstorm about what would happen to our economy if all interstate transportation were halted.

Activity C - Ask students to research and make reports on our transportation system and how it helps the nation to survive.

*Learner Outcome 15: The student will identify the ways that various modes of communication affect the price and choice of a product.

Activity A - Help students to evaluate markets and supermarkets by identifying the ways various modes of communication affect the price and choice of a product.

Activity B - Ask the students to collect store advertisements for supermarkets from newspapers, etc.; compare prices of related products, and discuss these in relationship to probable customers.

Activity C - Ask students to present information or ideas about the concepts of supply, demand, and market price through creative activity (skits).

Learner Outcome 16: The student will explain the importance of advertisements as means of communicating to satisfy the needs of individuals.

Activity A - Ask students to watch television and/or look at magazines for one week. When they see something that would cause them to buy that product, write it down. They must give a reason they would buy this item.

VOCABULARY

1. assembly line
2. automation
3. bank
4. barter
5. budget
6. competition
7. consumer
8. demand
9. depression
10. inflation
11. Division of Labor
12. interchangeable parts
13. interstate transportation
14. labor
15. limited
16. market economy
17. mass-production
18. mass-transit
19. medium of exchange
20. middleman
21. monopoly
22. population
23. producer
24. profit
25. recession
26. scarce
27. supply
28. supply and demand
29. symbol
30. tax

IV. CONCEPTUAL STRAND: POLITICAL ORGANIZATION

A. POLITICAL SYSTEMS

Generalization: In every society man has established a politcal system for the purpose of delegating authority.

*Learner Outcome 1: The student will compare elements of a democracy, dictatorship, and monarchy as forms of government.

Activity A - Give very short examples of behavior or circumstances and ask students to identify the kind of government. Example:

1. Every four years, we elect a president.
2. The crown prince visited Africa.
3. Did you remember to vote today?
4. When the leader died, the military took control of the country.
5. The head of the government assassinated the political prisoners.
6. The people cheered when it was announced that there was an heir to the throne.
7. The state closed the churches.
8. When the president died in office, the vice-president become president.

Activity B - Ask the students to define democracy, dictatorship and monarchy. In a class discussion, discuss their meanings, and name a country that follows one of the concepts to a large extent.

Activity C - In small groups, ask students to construct charts listing the basic differences between a dictatorship, monarchy, and democracy. After the charts are discussed and differences made clear, each small group will role play their own example, showing elements of each form of government.

Learner Outcome 2: The student will cite examples of how values, beliefs, and traditions of a society affect the policies and laws of that society.

Activity - Help the students to make a Cause and Effect Chart as a class. From class discussion, determine the values that Americans had when the country was founded. List the values. Opposite the values, list the laws made to assure the keeping of those values.

B. GOVERNMENT

Generalization: Political systems exist to make authoritative decisions binding on all citizens.

*Learner Outcome 3: The student will identify the Declaration of Independence.

Activity A - Read the Declaration of Independence to the class. Define and discuss key words: created equal, unalienable rights, creator, liberty, pursuit of happiness. Students can recite from memory the part from "We hold these truths...pursuit of happiness." (Use encyclopedia for reference.)

Activity B - Begin a lively class discussion with the question on the board "Are all people created equal?" Establish that while people are not created equal in health, wealth, physical strength, etc., they should be born equal in rights and opportunities. Ask students to list the rights that all citizens of the United States have.

Activity C - Ask students to write a short biographical sketch of Thomas Jefferson, author of the Declaration of Independence. Ask them to discuss his ideas on the rights of individuals.

*Learner Outcome 4: The student will identify the Constitution of the United States as the basic law of the land.

Activity A - Read the Preamble of the Constitution to the class and review the meaning of the three branches of government: executive, legislative, and judicial. Ask the students to construct a "government tree" showing the three branches and the trunk as the people who give strength and support to the government. Discuss reasons for a basic law.

Learner Outcome 5: The student will identify the basic freedoms granted in the Bill of Rights.

Activity - Read and discuss the Bill of Rights. Ask the students to list the basic freedoms that are guaranteed in the Bill of Rights and collect or draw pictures illustrating these freedoms. Display the pictures.

Activity B - List the parts of government that are in the Constitution:

1. Executive Branch (President)
2. Legislative Branch (Congress: House of Representatives and Senate)
3. Judicial Branch (Federal Courts including the Supreme Court)

Discuss each and construct a "government tree." Also, discuss reasons why we need laws.

Activity C - Help the students to dramatize the Constitutional Convention as a total class activity.

*Learner Outcome 6: The student will identify the rule of the majority as the major tenet of American democracy.

Activity A - Ask students to collect newspaper clippings of candidates or issues that have been voted on at the community, state, or national levels. Discuss in class the outcome of the votes.

Activity B - Help students to conduct an election in the classroom. Elect class officers; vote on class rules or hold any other kind of election where majority rule is emphasized.

Activity C - Ask the students to vote on one thing that the majority of the class would like to do for the school or change in the school and plan a way to do it. Employ majority rule in your steps along the way.

*Learner Outcome 7: The student will identify Washington, D.C. as the capital of the United States and the base of our government.

Activity A - Ask the students to find Washington, D.C. on a map of the United States. Write the states that are north and south of Washington, and write the meaning of D.C.

Activity B - Ask the students to find pictures of the Capitol and other buildings and monuments found in Washington, D.C. Keep the pictures in a scrapbook or centralized area in the class. Locate Washington, D.C. on a wall map and on individual maps.

Activity C - Ask students to write to their senator or representative in Washington concerning a particular opinion or question that they have. (U.S. Senate or U.S. House of Representatives, Washington, D.C. 20515.)

*Learner Outcome 8: The student will identify Baton Rouge as the capital of Louisiana and the headquarters for our state government.

Activity A - Sketch an outline map of Louisiana. Using a reference, locate and label Baton Rouge, the Mississippi River and the students' home, city or town. Give a reason why Louisiana's capital is located where it is.

Activity B - On an outline map of Louisiana, label Baton Rouge. At the bottom of the map, write the meaning of Baton Rouge and the name of the present governor residing in Baton Rouge.

Activity C - Ask students to find out who their representatives to the Louisiana Legislature are in the Senate and in the House. Write a letter to them to find out more about their jobs. Pertinent addresses:

The Honorable John Doe
Louisiana House of Representatives or Louisiana Senate
Post Office Box 44062
Baton Rouge, Louisiana 70804

To find out your Representative if you don't know:

League of Women Voters
850 North 5th Street
Apartment 103
Baton Rouge, Louisiana 70802

Learner Outcome 9: The student will differentiate between the number of U.S. senators and the number of U.S. representatives in Louisiana.

Activity - On a state outline map of the United States write the number "2" in a particular color across each state to indicate that each state has two senators regardless of size or population. On the same outline map, have students write the number of representatives that some selected states have. Stress that the number of representatives is based on population. (Louisiana has 8 representatives--use a current encyclopedia or any almanac to find the representatives from each state.) Use another color to show number of representatives. Students should each have their own outline maps which can be run from any ditto book.

Learner Outcome 10: The student will identify the Supreme Court as the highest court in the land.

Activity - In small groups, ask students to complete a fact sheet on the Supreme Court. Fill in the number of justices, the name of the first chief justice, and the present chief justice. (Have the students use encyclopedias and almanacs.) Emphasize in a class discussion the major role of the Supreme Court as interpreter of the U.S. Constitution.

Learner Outcome 11: The student will distinguish between the local, state, and national levels of government.

Activity - Divide the class into groups. Bring newspapers and ask students to clip and categorize news articles according to local, state or national events. Mount the articles in the three categories on a poster board. Display for class usage.

*Learner Outcome 12: The students will name the President and Vice-President of the United States and the Governor of Louisiana.

Activity A - Strive to obtain this information from the class through a discussion. Give the correct spellings of the names and hold the students responsible for learning them. Ask students to find pictures of these people in the newspaper and in magazines and keep a scrapbook or file on them.

Activity B - Help the students arrange a bulletin board display of pictures and articles about the President and Vice-President of the United States and the Governor of Louisiana.

Activity C - Ask students to research and write a short biographical sketch on the President, Vice-President, or Governor. (Use encyclopedias, almanac, or magazines.)

Learner Outcome 13: The student will cite the purpose of an opinion poll.

Activity - Ask students to construct an opinion poll on an issue the class feels is important. Conduct the poll in the school and in the community. Let each student be responsible for getting a certain number of returns.

Learner Outcome 14: The student will identify the two major political parties in the United States.

Activity - In a class discussion, draw from the students the names of the two major political parties in the United States. Give the symbols for each party and look for political cartoons displaying party symbols.

C. LAW

Generalization: Every society creates laws and imposes penalties and sanctions for violations of the law.

Learner Outcome 15: The student will identify laws that existed during the Puritan days and the reasons for these laws.

Activity - Give the students a list of laws dealing with personal behavior of the Puritans. Ask students which ones seemed harsh. Ask which of the rules could exist in today's society and why.

D. CITIZENSHIP

Generalization: Citizenship in a democracy is the exercise of duties, responsibilities, and privileges.

Learner Outcome 16: The student will demonstrate the ability to work cooperatively within a group.

Activity - Assign committee work on topics such as states, time lines, cause and effect relationships, etc. Each group member should have a definite assignment that affects the whole class. Ask each group to report in a way whereby each person must contribute. Peers with a group may decide if each member has fulfilled his obligation to the group assignment.

Learner Outcome 17: The student will identify the responsibilties of living in a democracy.

Activity - Divide the students into small groups. Have them (1) list responsibilities that each student now has as a student and as a member of the family and community, and (2) list responsibilities that each person will have as an adult. Report to the class orally.

*Learner Outcome 18: The student will explain why voting is a necessary part of active citizenship.

Activity A - Ask students to brainstorm as a group and record on the board all the things they can think of that a citizen may vote on.

Activity B - Conduct a class discussion on what could happen if Americans did not vote.

Activity C - Ask students to select an issue that is being voted on in their community (or an election for an office or representative). Discuss the election that is upcoming and have each student write a letter to a friend urging him to vote in a particular way or for a particular candidate and give reasons.

Learner Outcome 19: Students will write examples of ways individual and group differences are respected in our democracy.

Activity A - Ask students to write a short report or biographical sketch on any person they like who has made a contribution to America in the past or is making one today--in any field, sports, science, politics, etc. Put all the names on the board and discuss the differences that these people have--religious, sex, ethnic, area of the country, etc. Emphasize idea that although all are very different, each has something to offer to society.

Activity B - Ask students to list evidence of settlers borrowing Indian ways and evidence of Indians borrowing settlers' ways. Discuss how each helped the other in the development of America.

Activity C - Ask students to define the word immigrant. Show the class a picture of the Statue of Liberty and discuss it as a symbol of freedom for the immigrants who came to America. Discuss the words written on the statue, "Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shores. Send these, the homeless, tempest-tossed to me, I lift my lamp beside the golden door." Ask each student to find specific information on the Statue of Liberty or on the contributions of a particular immigrant or group of immigrants who came to America. Report to the class.

VOCABULARY

1. amendment
2. Bill of Rights
3. capital city
4. Capitol
5. citizen
6. Constitution (United States)
7. Declaration of Independence
8. democracy
9. Democrat
10. dictatorship
11. executive branch
12. freedom
13. governor
14. House of Representatives
15. immigrant
16. judicial branch
17. legislative branch
18. liberty
19. mayor
20. monarchy
21. political party
22. poll
23. representative
24. responsibility
25. Senate
26. senator
27. society
28. Supreme Court
29. value
30. vote

V. CONCEPTUAL STRAND: HISTORICAL HERITAGE

A. CHANGE

Generalization: Change has been a universal characteristic of all human societies.

Learner Outcome 1: The student will identify certain problems caused by population growth and density and describe how these factors affect their community and nation.

Activity - Ask students to collect newspaper headlines and magazine articles concerning problems in urban areas, such as sanitation, housing, crime, and poverty and make a bulletin board display. Brainstorm in small groups and list community problems caused by population density. Discuss as a whole class.

*Learner Outcome 2: The student will describe some changes in the lives of human beings caused by the development of technology.

Activity A - Using reference books, ask students to research a particular invention such as the cotton gin, electric light bulb, telegraph, television and telephone. List some changes that have occurred in our way of life because of these inventions. Information will be shared with the class in the form of an oral report.

Activity B - Ask students to make a list of five inventions or appliances found in their homes. Ask them to bring the list to class and discuss how these inventions have changed our lives.

Activity C - Ask students to predict some possible future needs of society. Ask them to think of an invention which might meet these needs. Describe and illustrate the invention. Predict how the invention will change the way we live.

Learner Outcome 3: The student will identify time terms as decade and century.

Activity - Give the definition of decade. Ask students to give five events of this decade in the areas of sports, travel, political science, etc. Give the definition of century. Ask students to give the century: a) that we live in now, b) the Civil War, c) Revolutionary War, d) voyages of Columbus, e) coming of the Pilgrims, f) building of plantations (as Nottoway, Melrose), etc. Project some events of a future century.

B. CAUSE AND EFFECT

Generalization: A knowledge of the past is necessary to understand the present and project the future.

Learner Outcome 4: The student will identify Jamestown, Virginia as the first permanent English Colony.

Activity - Ask the students to label Virginia on a map showing the thirteen colonies and write a paragraph on why the London Company developed this settlement.

Activity - Ask a student to role play the part of a London Company official and recruit workers for jobs in the North American colony at Jamestown.

Learner Outcome 5: The student will express an understanding that a variety of motives led to the founding of colonial settlements.

Activity - Ask students to contrast the major reasons that Jamestown was founded with the reason Plymouth was founded.

Activity - Complete a chart on the thirteen colonies. Include leaders, reasons for founding and important events for each colony in your information.

*Learner Outcome 6: The student will recognize that America was a colony of England.

Activity A - Discuss in class reasons why England wanted colonies in North America. List at least three resources that the colonies sent back to England.

Activity B - Ask students to locate England and the Eastern coast of North America on a map of the world. On individual maps, label each and draw a line between England and the colonies.

Activity C - Help students to construct a time line of English colonization showing the date that each of the thirteen colonies was founded.

Learner Outcome 7: The student will identify on a map the thirteen original colonies.

Activity - Plan for the students to work in small groups and prepare reports on a colony including a map, important dates, reasons for settlement and leaders. Complete a chart listing all colonies as a total class project.

*Learner Outcome 8: The student will compare the three groups of colonies in terms of different ways of living.

Activity A - Working in small groups, ask the students to find ways people made a living in the New England, Middle and Southern colonies. Discuss geographic conditions that influenced differences in living. Prepare a chart to show the findings, comparing ways of living in each colony group.

Activity B - Ask students to complete a chart as a class, listing ways of life in the three colony groups. Make an illustration typical of each.

Activity C - Ask students to compare the ties that each colony group had with Great Britain. Ask students to decide which colony group had the greatest economic ties and why.

*Learner Outcome 9: The student will identify ways in which the Indians and Pilgrims lived cooperatively.

Activity A - Ask the students to research and list evidence of Pilgrims borrowing Indian ways and vice versa.

Activity B - Ask the students to list ways in which Indians helped settlers in Plymouth.

Activity C - Ask the students to plan a play on the first Thanksgiving.

*Learner Outcome 10: The student will state the direction in which the frontier moved and reasons for that movement.

Activity A - Ask students to define the terms pioneer and frontier. Ask them to pretend they are pioneers and write a letter including at least one reason for moving west. Discuss the direction in which the frontier moved.

Activity B - Help students to define the terms pioneer and frontier. Discuss each in the class. Using a map of the United States, show how and why the frontier moved.

Activity C - Ask students to report on Daniel Boone. Bring out reasons for the Westward thrust and settlements he founded.

*Learner Outcome 11: The student will identify some causes of the American Revolution.

Activity A - Ask students to have an oral report or program on the causes of the Revolutionary War. Divide the class into groups with each having a responsibility for a cause of the Revolution.

Activity B - Discuss with the students the meaning of the slogan "Taxation without representation is tyranny." Relate this to the Boston Tea Party and have students write a paragraph on what happened at the party.

Activity C - Prepare a debate. Ask two students to present the position of the Patriots and ask the other two to present the position of the Loyalists. Present to the class - "Resolved: The Colonies Should Remain Loyal to England."

Learner Outcome 12: The student will explain strategies involved in the Revolutionary War.

Activity A - Ask students to construct a chart giving the advantages of Great Britain and the advantages of colonies at the time of the war and construct a time line showing significant events as they study the war.

Activity B - Help students to construct a time line in a group reviewing significant happenings in the war.

Activity C - Help students to plan a class program with group assignments covering reasons for the war, advantages and disadvantages of each side, important battles, individuals and results.

*Learner Outcome 13: The student will identify the area received in the Louisiana Purchase and the men who explored it.

Activity A - On a map of the United States, ask students to outline the area acquired in the Purchase, fill in the present state names and draw in the route of Lewis and Clark.

Activity B - On an outline map of the United States, ask students to color in the area received in the Louisiana Purchase and label St. Louis, Missouri as the starting place of the exploration expedition.

Activity C - Ask students to research the Lewis and Clark Expedition. Pretend they are on the journey and keep a diary. List some of the events that happened along the way and the significance of the journey.

Learner Outcome 14: The student will identify basic causes of the War Between the States.

Activity - Ask students to make a chart listing basic differences between the North and the South, including political, economic, and military differences.

Learner Outcome 15: The student will compare basic strengths and weaknesses of the North and South at the time of the outbreak.

Activity - Ask students to make two lists showing the advantages and of the North and the advantages of the South at the outbreak of the war. Discuss the fact that the North had all the resources of the United States--money, military, and transportation while the South was fighting on its own ground and had superior leadership. Also ask why this was considered the most devastating war. (Help them to conclude that brother fought brother and all were Americans.)

Learner Outcome 16: The student will identify characteristics of the post Civil War South.

Activity A - Ask students to define and discuss the terms carpetbaggers, scalawags, reconstruction, sharecroppers, diversified farming, and the westward movement as related to this period of history.

Activity B - In small groups, ask students to define reconstruction and write questions they would like answered on conditions in the South after the War. Discuss as a class.

Activity C - Ask students to research the Fourteenth Amendment and write a summary of its contents.

*Learner Outcome 17: The student will relate the treatment of the Indians during the westward movement.

Activity A - Ask students to report on the culture of an Indian tribe as the Cherokee, Creek, Plains, Navaho, Apache, etc. Discuss the difficulty of the Indians having to merge their culture with the white man's 100 years ago and the injustices suffered by the Indian in the thrust for more land.

Activity B - Ask students to list or draw the Plains Indians' uses of the buffalo in their lives. Discuss these dependencies in relation to the white hunter's slaying of the buffalo for sport.

Activity C - Ask students to report on the Battle of Wounded Knee and the tragedies that occurred there in 1890 and 1973. Report on the life of Sitting Bull or Crazy Horse.

Learner Outcome 18: The student will identify the role of the Mormons in the development of Utah.

Activity - On an outline map of the United States, ask students to label the Great Salt Lake and Utah. Draw in Brigham Young's route into the Great Salt Lake Valley or write a biographical sketch of Brigham Young.

*Learner Outcome 19: The student will relate the gold rush to the growth of California and the Far West.

Activity A - Ask students to research and complete a worksheet on the California Gold Rush. Include when and where gold was discovered, the hazards of westward traveling, reasons for the rapid growth of California and the year it became a state.

Activity B - Plan for the students to learn the song "Clementine." Discuss the words in relationship to the gold rush.

Activity C - Ask students to pretend they are '49ers. Have each write a letter to a friend "back east" telling of his adventures.

Learner Outcome 20: The student will explain the cause and effect relationships in the development of the Great Plains.

Activity - Ask students to label the Great Plains on an outline map of the United States. Divide the class into groups after studying the Plains and research and report on: Mexican ranches in Texas; Homestead Act; Cattle Drives; Problems between the farmer and the cowboy; the Transcontinental Railroad and the Open Range versus the Fenced Ranges.

*Learner Outcome 21: The student will identify the Oregon Trail and demonstrate an understanding of the nature of trails to the Far West.

Activity A - Ask students to draw the Oregon, California, and Santa Fe trails on an outline map of the United States. Ask each to pretend he is a pioneer and write a diary page on the hazards of traveling along a trail.

Activity B - Ask students to trace the Oregon Trail on a map of the United States and list the hazards of traveling along these trails.

Activity C - Ask students to research and complete a biographical sketch on Nathaniel Wyeth, William Henry Ashly, John Jacob Astor or John Fremont. Emphasize their relationship to the expansion of the west.

*Learner Outcome 22: The student will interpret a time line to show the relationship of events.

Activity A - Given specific dates and events, ask the students to complete a time line on the history of Alaska, Hawaii, English colonization or any historical events in the order in which they occurred.

Activity B - Help students to read a time line and answer specific questions asked by the teachers using the time line as a reference.

Activity C - Ask students to construct a time line for the 20th century in America. Help them determine what events they want to include and plan and develop the time line with a specific theme in mind.

C. INTERNATIONAL RELATIONS

Generalization: The relationship of the United States with other nations of the world involves political, economical, social, and cultural interactions.

Learner Outcome 23: The student will identify reasons for immigration to America. Discuss in class reasons for immigration.

Activity - (You may want to include the English, Irish, Germans, Acadians, French, Spanish, Italians, Russians, Cambodians, Vietnamese, or Cubans.) Research and find the names of five American immigrants.

Activity - Read to the class the inscription on the Statue of Liberty --"Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shores. Send these homeless, tempest-tossed to me; I lift my lamp beside the golden door." Discuss the meaning and make it relative to recent immigration groups.

*Learner Outcome 24: The student will identify the United Nations.

Activity A - Ask students to research and find out when the United Nations was founded, why it was founded and where it is located. Discuss the need for such an organization and relate it to a specific world problem.

Activity B - Help students to find information on some countries represented at the United Nations and draw their flags. Discuss the need for such an organization.

Activity C - Help students to organize a mock United Nations assembly. Decide on one or more current world problems to be debated at a future date. Students will work in pairs to represent a selected country. They will research the current background and world outlook. On a designated date, hold a mock United Nations assembly to debate the previously chosen current issue.

D. CONTRIBUTIONS OF INDIVIDUALS

Generalization: Men and women of various ethnic groups have made significant contributions to society.

*Learner Outcome 25: Students will be able to identify leaders of the American Revolution and their contributions to society.

Activity A - Ask students to play the "Who am I?" game. Use teacher or student made clue cards. List two or three clues about the person; read the clues and have students identify individuals. (Include Washington, Jefferson, and Franklin among others.)

Activity B - Help students to make a patriotic bulletin board. Place on the board names of patriots as they are studied and write a sentence telling what that person did to help America.

Activity C - Prepare students to conduct an imaginary interview with one of our country's forefathers. Have them do research to find out about the person's role in the Revolution.

*Learner Outcome 26: The student will name the chief author of the Declaration of Independence.

Activity A - Read the first part of the Declaration of Independence to the class and discuss "We hold. . .pursuit of happiness." Ask the student to write a short report on Thomas Jefferson and include his work on the Declaration of Independence.

Activity B - The teacher will read the part of the Declaration from "We hold...pursuit of happiness." Define with the students and discuss Jefferson's words and phrases as Creator, unalienable rights, liberty, created equal and pursuit of happiness.

Activity C - Ask the students to read the section of the Declaration dealing with injuries against the colonists that Jefferson attributed to George III. Make a list for the class. Discuss the reasons for a Declaration of Independence.

Learner Outcome 27: The student will recognize the colonies and colonial leaders who strived for religious tolerance.

Activity - The student will research and report on Roger Williams, Lord Baltimore or William Penn. Try to find how each strived for religious tolerance in the colony he founded.

*Learner Outcome 28: The student will name the President of the United States during the Civil War.

Activity A - Write a paragraph on the meaning of Lincoln's statement, "A house divided against itself cannot stand." Read Lincoln's "Gettysburg Address" to the class. Discuss when and where it was delivered and its meaning.

Activity B - Show a filmstrip on Lincoln and complete a worksheet on his life including date, place born, profession, years he served as president, and his death. Construct or draw a log cabin, symbol of his humble birth.

Activity C - Help students plan a program in honor of Lincoln in February. Place emphasis on his humanistic qualities.

Learner Outcome 29: The student will recognize George Washington as the leader of the Colonial army in the Revolutionary War and as our first president.

Activity - Complete a worksheet on Washington. Include place and date born, years served in the Revolutionary War, place of inauguration, date of inauguration, and name his vice-president.

Activity B - When studying the Revolutionary War, bring out Washington's role as leader. Illustrate an event as the Battle of Bunker Hill, Valley Forge, etc. Also pretend that you are present at Washington's inauguration as our first president. Name three things you think may be going through his mind.

Activity C - Compare Washington's cabinet to the president's present cabinet. (Use encyclopedia and almanac.) Also compare the first inauguration to the last inauguration as to date, and place, and mood of the country. Try to encourage all students to see the movie or play "1776".

Learner Outcome 30: The student will report on American inventors and their inventions.

Activity - Ask students to research reference materials on American inventors such as Charles Goodyear, Elias Howe, Thomas Edison, Eli Whitney, Benjamin Franklin and others. Write a report on their accomplishments.

Learner Outcome 31: The student will identify contributions of some prominent Black Americans.

Activity - Ask students to give a written or oral report on Jackie Robinson, Willie Mays, Louis Armstrong, Ella Fitzgerald, James Baldwin, Phllis Wheatley, Benjamin Bannekin, Martin Luther King, Jr., Harriet Tubman or other famous Black Americans.

E. LANDMARKS

Generalization: One means of honoring and remembering our country's past is through recognition of national shrines and historical landmarks.

*Learner Outcome 32: The student will name and recognize various landmarks and historical shrines.

Activity A - Provide students with information and pictures of national shrines and historical landmarks. Include the Capitol, White House, Washington Monument, Lincoln Memorial, and Statue of Liberty. Display and discuss why we have each shrine or monument. Identify each.

Activity B - Using pictures of national and historical landmarks as a guide, ask students to draw the landmarks on art paper and identify in writing those they have drawn.

Activity C - Ask students to research a chosen landmark and share their information on a poster which will also include an illustration.

Learner Outcome 34: Students will list ways our nation has preserved part of its heritage in national forest reserves, parks, and wildlife refuges.

Activity - Ask students to locate some specific national parks on a U. S. map. Study and discuss reasons for establishing the parks.

F. HOLIDAYS, CUSTOMS, TRADITIONS AND BELIEFS.

Generalization: A recurring theme in American life must be the worth, dignity, and equality of opportunity for every human being.

Learner Outcome 35: The student will identify the role and feelings of a Black slave and indentured servant in early America and give reasons why such institutions no longer exist in America.

Activity - Plan for half the class to assume the role of a Black slave in America; the other half will assume the role of an indentured servant. Ask students to write a definition of slave or indentured servant, depending on their group. Discuss what they do and how they feel about their roles. Draw conclusions as a whole class.

Learner Outcome 36: The student will explain the necessity to participate in a democratic republic.

Activity - Plan for students to participate in a mock election of a government leader or issue on which the community is voting.

Learner Outcome 37: Students will explain what it means to treat all people equally under the law.

Activity - Students will examine the amendments to the Constitution to determine which ones deal with equality. Students will discuss why they think it is important to treat all people fairly and why we have laws to guarantee equal treatment.

VOCABULARY

1. amendment
2. carpet bagger
3. century
4. Civil War
5. colony
6. culture
7. decade
8. democracy
9. diversified farming
10. frontier
11. Homestead Act
12. immigrant
13. indentured servant
14. Louisiana Purchase
15. loyalist
16. Oregon Trail
17. patriot
18. pioneer
19. population density
20. reconstructing
21. Revolutionary War
22. sharecropper
23. time line
24. transcontinental railway
25. tyranny
26. unalienable right
27. United States
28. urban

GRADE SIX

WORLD STUDIES

I. CONCEPTUAL STRAND: PHYSICAL GEOGRAPHY

A. LOCATION

Generalization: Objects may be spatially related as to direction, distance and time.

*Learner Outcome 1: The student will identify and use cardinal and intermediate directions in working with maps.

Activity A - Give the students a point of reference and have them write the intermediate directions for a minimum of five locations.

Activity B - Ask students to identify their home state on a map and name its cardinal and intermediate directions in relation to the continental United States.

Activity C - Using a map, ask students to name the relative positions of cities or countries in a given area of study, using intermediate and cardinal directions. Compare their geographic positions.

Learner Outcome 2: The student will demonstrate the use of the north arrow of a compass for determining direction.

Activity A - Ask each student to draw a floor plan of his classroom including specific objects such as his desk, a filing cabinet, a wall map, etc., and from a given position determine the cardinal and intermediate directions of each based on the reading of a hand compass. Write the directions on each object on the floor plan.

Activity B - Ask students to note the readings on a hand compass while facing various directions in the classroom.

Learner Outcome 3: The student will explain how the patterns of meridians and parallels differ, using different map projections and a globe.

Activity A - Ask students to compare shapes of given continents on the four different types of map projections and on a globe.

Activity B - Ask students to write sentences describing the likenesses and differences of the four map projections.

Activity C - Ask students to prepare an instructional bulletin board displaying different types of map projections. Include a written explanation on reasons for their development.

*Learner Outcome 4: The student will locate places on a map or globe using latitude and longitude.

Activity A - Ask students to write the latitude and longitude for a given list of places using a map or globe. (Include State of Louisiana.)

Activity B - Help students to locate by latitude and longtitude two different places. Locate one on a map and the other on a globe.

Activity C - Using the list in Activity A, ask students to locate each of the places on a globe and at least two different map projections. Estimate air distance between pairs of given places (70 miles for each degree).

Learner Outcome 5: The student will estimate distances on a globe and on maps using points of latitude and longitude.

Activity - Review with the students the concept that the earth is measured in degrees; latitude measurements move from 0 degrees to 90 degrees north and south and longitude measurements move from 0 degrees to 180 degrees exactly half way around the earth. Work with the latitude and longitude grid and coordinates to locate specific points on a desk map of the eastern hemisphere.

Learner Outcome 6: The student will compare maps of different areas to understand that a smaller scale must be used to map larger areas and that the larger the scale the more detailed the map.

Activity - Ask students to compare a map of Europe with a map of a country on that continent (Italy, France, England) to discover why the scales for distance are necessarily different. Compute distances using the graphic scale of both maps. Repeat the activity using a map of the United States and a map of Louisiana.

*Learner Outcome 7: The student will demonstrate the ability to compute distances using the scale on maps.

Activity A - Ask students to determine the distance between two points given the scale 1 in. = 250 miles. Use a piece of paper to mark the distance between the points. Then, place the marked paper over the given scale to determine the approximate number of miles.

Activity B - Ask students to measure, using a ruler (with one inch representing 100 miles) a location 100 miles from their hometown.

Activity C - Ask students to complete the requirements for Activities A and B. Find the length and width in miles of the parish and state. (The chamber of commerce has maps drawn to scale.) Report the findings to the class.

*Learner Outcome 8: The student will explain the relationship between the earth's revolution and the sun and seasons.

Activity A - Use members of the class to act out the earth's movement around the sun, with one student holding a lamp (the sun) and one student walking around the sun holding a globe. (It should be tipped on its axis and constantly turning.) Discover at what time spring and fall occur (March 21 and September 21) and at what time of year the days in the northern hemisphere become longer than the nights and vice versa.

Activity B - Given a drawing showing the position of the earth in relation to the sun at four different times of the year, ask students to answer questions concerning the seasons in different areas of the world.

Activity B - Ask students to complete the requirements of Activity A. Given a drawing as in A (second part), label the Northern and Southern Hemispheres, equator, and sun. Color the drawing. Use arrows to show direction of the earth's movements around the sun.

Activity C - Ask students to complete the requirements of Activity A. Answer more complex questions given by the teacher. Explain the importance of the 23 degree tilt of the earth on its axis in relation to the seasons.

Learner Outcome 9: The student will identify the time zones of the United States and relate them to longitude.

Activity A - Ask students to compare the time in a given list of places in each of the time zones with the time in their city. Write an explanation of why the zone lines are irregular. Why don't they follow longitude exactly?

Activity B - Ask students to compare the time in the zone in which they live with the time of places in other zones in the United States.

Activity C - Ask students to compare the time in the zone in which they live with that in other areas. Solve problems involving the difference in time going east and west.

Learner Outcome 10: The student will explain the Christian system of chronology, B.C. and A.D.

Activity A - Define B.C. (before the birth of Christ) and A.D. (after the birth of Christ). Given a list of events, ask students to tell whether they happened in B.C. or A.D. Use a time line for reference.

Activity B - Make a list of five events that happened before Christ was born and at least five events that have occurred since that time. Label them B.C. and A.D.

Activity C - Ask students to research various other calendars used throughout history. Point out how different calendars are used today (Chinese, Jewish).

*Learner Outcome 11: The student will construct simple time lines.

Activity A - Students are given a list of historical events and the years in which those events occurred. They are to construct a time line and place the events in the proper chronological order.

Activity B - Ask students to construct a time line of five events in the lives of their families.

Activity C - Students are given a list of historical events. They are to use reference books and other sources to find the exact dates these events occurred. Then they are to construct a time line, inserting the name and date of each event at the proper place on the time line.

B. TOPOGRAPHY

Generalization: Maps represent all or parts of the earth. (Include a map of Louisiana when choosing maps for study.)

Learner Outcome 12: The student will identify the geographical characteristics of given regions.

Activity A - Ask students to write characteristics of the following three land regions: mountains, deserts, and fertile valleys.

Activity B - Ask students to draw pictures of different kinds of land regions and the plant life one would expect to find in them. Examples: mountains, deserts, and fertile valleys.

Activity C - Ask students to summarize information about the three land features mentioned above and write paragraphs describing each.

*Learner Outcome 13: The student will describe the following land and water forms: islands, peninsula, isthmus, strait, lake, river, ocean, and locate on maps.

Activity A - Using a map of the world, ask the students to find examples of these land and water forms. Write the name and the example.

Activity B - Given an outline map of the world and a list of examples of each land form color coded. Ask students to match the color coded land form to color coded area on the map.

Activity C - Ask the students to complete Activity A and write expression of the differences in these land forms.

*Learner Outcome 14: The student will use legends on different kinds of maps to gather data.

Activity A - Provide students with maps with special purposes such as product maps, political maps, population maps, rainfall maps, elevation maps, to compare the different types of legends. Locate specific information on the maps by using the various legends.

Activity B - Ask students to look for maps with different kinds of legends. Draw examples of at least four different kinds of legends found. Name the purpose of the map on which each legend was found.

Activity C - Ask students to complete requirements for Activity A. Given an outline map of a state or country, decide on a special purpose for the map. Include the appropriate information and make a legend for the map.

*Learner Outcome 15: The student will demonstrate the ability to interpret dots, lines, colors, and other symbols used on maps, in addition to pictorial symbols.

Activity A - On a city map, ask students to identify the kinds of roads or highways running through the area. Determine meanings of symbols used on the map by using the legend.

Activity B - Ask students to work with a partner to design symbols for certain land features. Share them with the class.

Activity C - Ask students to compile a list of colors, symbols and other markings which are considered standard in the United States in relation to maps and resource books. Prepare to give an oral report (with illustrations) to the class.

*Learner Outcome 16: The student will consult two or more maps for the purpose of gathering information.

Activity A - Ask students to pretend they are traveling by air from one designated place on a continent to another (span the continent). Using a relief map and a vegetation map, write a description of what land formations and vegetation they might see below them.

Activity B - Arrange desks in the shape chairs would be in an airplane. Ask students to pretend they are taking a trip. Through preparation, "flight attendants" identify for the passengers the countries, continents, and bodies of water over which they pass. "Flight attendants" should study various maps in preparation for their dialogues.

Activity C - Ask students to complete the required work for Activity A. Using a rainfall map of this area, write a description of the amounts of rainfall at given times. Compare rainfall in this region to the rainfall in Louisiana.

Learner Outcome 17: The student will compare maps of different scales of the same area.

Activity - Ask students to compute distances between given points, using two maps of the same area but of different size. Note the difference in the scales.

*Learner Outcome 18: The student will read maps of various types which show elevation.

Activity A - Ask students to compare topography using a profile (cross section) map, a relief (shaded) map, and a contour map of the same area. Determine whether the scale is the same for each map. Compute elevations.

Activity B - Given a relief map with elevation and color codes on a legend, ask students to color the different elevations the appropriate colors. Compare the relief map with a profile map and a contour map, noting differences.

Activity C - Ask students to complete the requirements for Activity A. Find out the work of surveyors along a highway (recording measurements for contour maps) and report the findings. Work with classmates to make a clay model of a topographic map, contour map, profile map, or relief map. Example: To make a relief map, combine equal amounts of salt, water and flour. Select an outline map of any area and paste it on a heavy piece of cardboard. Use crayons to indicate on the map where mountains will be constructed. With the mixture of salt, water, and flour, build on the coded areas, trying to build proportionately. Paint the elevated areas with tempera. Make a legend to accompany the salt map. Write a descriptive paragraph to accompany the relief map.

Learner Outcome 19: The student will label some of the major countries on an outline map of the world.

Activity - On an outline map of the world, ask students to label the following countries: U.S.S.R., China, India, England, France, Japan, and the United States. Locate them on a wall map and on a globe.

Learner Outcome 20: The student will locate places on a highway map of Louisiana by using the number-and-key grid system and plan a trip using distance, direction and location.

Activity A - Ask students to identify cities on a Louisiana road map using a given list of numbers and letters as a key and referring to an index or legend.

Activity B - Ask students to identify places on a city map using numbers, letters, and the index on the map.

Activity C - On a Louisiana map, ask the students to write the names of important cities and other features of interest such as the Superdome, racetracks, Hodges Gardens, museums, etc. Make a number letter grid system like those found on highway maps and a legend which gives coordinates for locating each city or point of interest.

*Learner Outcome 21: The student will demonstrate the ability to trace routes of travel by various means of transportation.

Activity A - Using a world air routes map, ask students to choose four or five cities in different parts of the world and find out how long it would take to travel to them from where you live. Have classmates guess how long it would take to get to the cities.

Activity B - Ask students to trace the route of Marco Polo's expedition to China on an outline map of the world. Discuss problems he encountered.

Activity C - Ask students to complete requirements for Activity A. Have them write a plan for a trip by air from this state to a country in Europe. Determine the approximate distance and the amount of time it would take to get there. Trace the route on a map. Write a plan for a trip by car from Louisiana to Los Angeles, California. Outline the route on a map.

Learner Outcome 22: The student will compare the size and population of five countries in Europe.

Activity - Ask students to make a bar graph showing the population of each of five European countries. Which country has the greatest population? Which has the least? List the countries on the graph according to size from the greatest to the smallest.

Learner Outcome 23: The student will compare the populations of the U.S.S.R., China, India, Japan, and the United States.

Activity - Ask students to construct a bar graph showing the populations of the U.S.S.R., China, India, Japan, and the United States. Indicate the number of people per square mile. (This information is readily found in resource books.) Compare the populations of each country.

C. CLIMATE

Generalization: Climate varies according to zone and location.

*Learner Outcome 24: The student will explain the relationship between climate and latitude.

Activity A - Ask the students to draw and properly label the following temperature zones on a map:

1. North and South frigid
2. North and South temperate
3. Torrid

Activity B - Ask students to draw a circle about four inches in diameter which represents the earth. Using a world map with temperature belts or zones to draw the imaginary lines that separate the areas, write the words hot, cold, and mild in the appropriate zones.

Activity C - Ask students to research the origin of uses of special parallels to divide the earth into temperature zones. Explain why it is important to know about these zones.

*Learner Outcome 25: The student will relate low, middle and high latitudes to climate and ways of living in an area.

Activity A - Ask students to match a given list of countries to their appropriate latitudes--high, middle, or low. Have them write a paragraph describing the climate in each.

Activity B - On a map showing lines of latitude and temperature zones, ask students to color the latitudes light blue, the middle latitudes light green, and the low latitudes dark green. Have them write a sentence about the climate in each.

Activity C - On a map showing lines of latitude and temperature zones, ask students to identify the low, middle and high latitudes. Write a paragraph describing climate and vegetation found in each. Use atlases, reference books, and textbooks.

D. NATURAL RESOURCES

Generalization: The earth provides us with resources which may be allocated for various uses or conserved.

Learner Outcome 26: The student will identify the major natural resources of Africa, and on an outline map indicate where they are found.

Activity A - Ask students to list the renewable and non-renewable resources of Africa and name some of the uses the United States has for Africa's natural resources. Which do we use in great amounts?

Activity B - Ask students to list the major natural resources of Africa and use symbols to indicate where on a map of Africa they would be found. Make a legend for the map. Include the following: petroleum, diamonds, iron, tin, gold, copper, coal, manganese, uranium, cobalt, phosphate.

Activity C - Ask students to make a hypothesis as to methods Africa might develop for using their natural resources to provide for the basic needs of their inhabitants. Discuss reasons why powerful nations such as the United States and the Soviet Union are interested in the resources of Africa.

Learner Outcome 27: The student will explain the importance of coal and oil in our lives.

Activity - Ask students to construct a flat map of the Eastern Hemisphere. On the map label with pictures the location of coal and oil. Repeat the activity using a flat map of the Western Hemisphere. (This could be a small group activity and the map drawn four feet square.)

VOCABULARY

1. A.D.
2. atlas
3. century
4. climate
5. compass
6. conserve
7. elevation
8. hemisphere
9. latitude
10. legend
11. longitude
12. map
13. map key
14. population
15. region
16. relief
17. scale
18. score
19. topography

II. CONCEPTUAL STRAND: SOCIAL ORGANIZATION

A. CULTURE

Generalization: Every society develops a culture of its own even though some ideas are borrowed from other cultures.

Learner Outcome 1: The student will identify cultural advancements made by Paleolithic man and explain how he developed a more advanced culture as he moved into the Mesolithic Age (Middle Stone Age, about 10,000 B.C.).

Activity A - Ask students to write a paragraph explaining how improved tools and weapons as well as the domestication of animals changed Middle Stone Age man's way of life.

Activity B - Ask students to make drawings of tents (Middle Stone Age man's home) and the animals he tamed to help him work or provide food for him. Label objects in the drawing. Write a short paragraph telling how much more comfortable tent life was than cave life.

Activity C - Ask students to write an explanation of the importance of the introduction of tent life, the bow and arrow, and domestication of animals. Have them write their opinion as to when tribal life probably began and the cultural changes this concept brought about.

Learner Outcome 2: The student will identify the simple ways of living developed by family units of Paleolithic man before the coming of the Ice Age.

Activity A - Ask students to read for information on ways early prehistoric man provided food, clothing for warmth, shelter from the elements, protection from animals. Read about improvements in his life after he discovered caves in which he could live. Have them write a story comparing both ways of life.

Activity B - Ask students to look at pictures of cave life in the old Stone Age. Have them write a sentence about what each family member is doing. Write a few sentences describing how the inside of early man's cave home might have looked.

Activity C - Ask the students to research prehistoric man's life before and after the Ice Age. Explain the standard of living before the Ice Age. Answer the following: What effect did the Ice Age have on prehistoric man's culture? What further improvements occurred when Neanderthal, Heidelberg, and Cro-Magnon man appeared?

Learner Outcome 3: The student will identify the likenesses and the differences in the structure of social classes in each of the four ancient civilizations.

Activity A - Ask students to list the social classes that existed in each of the four ancient cultures. Have them write a statement about the way of life of persons in each class.

Activity B - Ask students to pretend to be an eleven-year-old child living in one of the social classes of one of the great civilizations. Write a few sentences about how they might feel about someone in another social class.

Activity C - Ask students to read in resource and reference books for further information about social class structure of each of the four great civilizations. (Example: There were five in Egypt.) Make a comparison chart listing in one column the civilization; in another, the social classes; and in another, the characteristics of each class. Write summarizing statements on the interaction, if any, of classes. From observations, draw conclusions as to the extent of class structure in the United States. Write these conclusions.

Learner Outcome 4: The student will identify problems early settlers of the Fertile Crescent (Mesopotamia) had to solve before establishing a lasting civilization there.

Activity A - Ask students to list at least three major problems the earliest settlers (Sumerians) of Mesopotamia faced when they began to move into this area (flooding, clearing land, irrigation, building homes, etc.). Write an explanation of how some of the problems were probably solved with tools available at that time.

Activity B - Ask students to locate the Tigris and Euphrates Rivers on a map. Have them learn to spell the names of these rivers. The Sumerians, the earliest people to live in this valley, had to solve the problems of flooding rivers and insufficient rain fall. Write a few sentences telling how the Sumerians used the river waters to provide moisture for their crops.

Activity C - Ask students to research the Mississippi Valley Control System. Compare man's present technology in controlling flood waters and irrigating dry lands to the simple technology of early man such as the Sumerians and ancient Egyptians.

*Learner Outcome 5: The student will recognize the importance of the Nile River to the establishment of the ancient Egyptian civilization.

Activity A - Ask students to list ways the people of Egypt controlled the waters of the Nile in order to build farm villages and cities. (Runners of the Nile to warn people of its coming; soil enrichment from silt; life during the inundation period.)

Activity B - Ask students to locate the Nile River on a map. What are the names of the countries where its sources are found? (Blue Nile, White Nile) Learn to spell the names of these countries. Learn the names of the countries through which the Nile flows. Write a short story about the ways a family might live in Egypt during the time the Nile is low and another story about what the family would do when it flooded the countryside.

Activity C - A Greek philosopher once wrote that "Egypt is the gift of the Nile." Ask students to research the influence of the Nile River on advancements the Egyptians made in such sciences as astronomy, mathematics, agriculture, and business. Have them write a report on their research and conclusions.

*Learner Outcome 6: The student will identify man's first attempts to put his thoughts in writing and demonstrate an understanding of the importance of this cultural development.

Activity A - Ask students to write a description that compares differences between the two types of writing found in Egypt and Sumer (hieroglyphics and cuneiform) and the writing found on Indus artifacts and Hwang Ho oracle bones. Explain the importance of a system of writing in the development of any culture. (Enables people to pass on information learned in one generation to another without valuable ideas becoming lost or forgotten.)

Activity B - Ask students to make drawings of the picture writings found in Egypt, the writing of Sumer, the writing on the seals and oracle bones of the Indus and Hwange Ho valleys. Have them make up a story about what each might have meant and label their drawings.

Activity C - Ask students to research the development of writing in ancient civilizations including the phonetic alphabet of the Phoenicians. Answer the following questions by making inferences. Construct a timeline showing the developments.

1. Why is a system of writing important to any civilization?
2. What were the major differences in hieroglyphics and cuneiform?
3. Why are scientists unable to read Indus writing?
4. Why did Chinese writing become so different from Western Asian systems?
5. What was one major difference in the system of writing developed by the Phoenicians that made it so much more useful?

Learner Outcome 7: The student will compare cultural developments in the Indus civilization with those in the Hwang Ho.

Activity A - Ask students to make a list of the cultural developments scientists have concluded existed in the Indus Valley and the Hwang Ho. Draw conclusions as to why differences existed.

Activity B - Ask students to write a few sentences telling how the cities of the Indus and Hwang Ho Valleys were like cities of today. (Planned to form streets, buildings, temples, etc.) Make drawings. Label each picture.

Activity C - Ask students to read in resource books about the development of the Indus and Hwang Ho civilizations. Write reports describing the cultural developments in the building of the cities or write a report on the legendary Shang Dynasty. These could be in newspaper article form.

*Learner Outcome 8: The student will compare life in ancient Athens to that of Ancient Sparta.

Activity A - Ask students to list characteristics of the democratic way of life in Athens. Make another list of characteristics of the Spartan way of life. (Include social classes.) Write a brief summary comparing the two. In which would you expect the people to be more patriotic and why?

Activity B - Ask students to pretend they are eleven-year-olds in Athens. List some of the activities they would be allowed to do. Pretend they are Spartan boys. List the things the government would require you to do until you were 30 years old. To which of these societies would you feel most patriotic and why?

Activity C - Ask students to read on the structure of the direct democracy in Ancient Athens. Read further for information on the democratic republican form of government in the United States. Write reports on the structure of each. Have the students research the military and social class structure of Spartan society. Write which group--the Athenians or the Spartans--might have had greater patriotic feelings toward their country. Give reasons for their choice. Also include reasons why patriotism is important to the perpetuation of a free society, such as Athens had.

Learner Outcome 9: The student will identify cultural aspects of the Pax Romana.

Activity A - After doing research, ask the students to identify the following:

1. Appian Way
2. Aqueducts
3. The Parthenon
4. Amphitheaters
5. Gladiators
6. The Colosseum
7. Chariots
8. Circus Maximus

Activity B - Ask students to look at pictures of Ancient Roman aqueducts and buildings. Have them write a short story about what these structures were used for and make illustrations to go with their stories. Label and color them. Learn to spell the words used.

Activity C - Ask students to research the period of the Pax Romana. List the cultural activities of the people during this period. Make a poster comparing the way the poor people and rich people lived.

Learner Outcome 10: The student will identify the class structure of Roman society.

Activity A - Ask students to list the two major social classes of Ancient Rome and write a description of life in each.

Activity B - Ask students to write two things they could do if they were a patrician in Roman society. Write two things they could do and two things they could not do if they were a plebian in Ancient Rome.

Activity C - Ask students to write two reports: one on plebian life and another on patrician life in Ancient Rome. Research class structure in Ancient Greece and write summarizing comparisons. Research the Etruscan civilization, people who inhabited the lands north of the Tiber River. Write a report of the contributions they made to the society of Rome before they were driven out.

Learner Outcome 11: The student will analyze the importance of education in the Roman Empire.

Activity A - Ask students to write a description of education in the Roman Empire. In the report answer the following questions:

1. Who received education?
2. What was taught to boys?
3. What was taught to girls before and after the age of thirteen?
4. What kind of higher education did boys receive?

Activity B - Ask students to write a few sentences comparing the subjects studied in schools today with those taught in the schools of the Roman Empire. Was their system of education fair to everyone? Why or why not?

Activity C - Ask students to write a description of schools during the Empire period. Thomas Jefferson once said an educated public is necessary to the continuing existence of a democratic way of life. Write a discussion of the importance of education to democracy and how an illiterate public could lead to the destruction of a democratic form of government.

Learner Outcome 12: The student will demonstrate an understanding of the structure of life under the feudal system and manorialism.

Activity A - Ask students to list the classes and sub-classes of people during the era of feudalism and write an explanation of each of their ways of life.

Activity B - Ask students to make a drawing of a manor (land owned by a nobleman). Using a letter code, make a key for the drawing. Choose one of the classes of people who lived there and write a short story about what their duties were.

Activity C - Ask students to list a breakdown of the three major classes of people, during feudalism, into sub-classes. Write a description of the part each played in the society. Research chivalry. Write an explanation of the moral code by which knights lived. Write conclusions as to why such a system as feudalism developed and was accepted by the common people. (Example: security, protection, etc.)

Learner Outcome 13: The student will demonstrate an understanding of the importance of trade fairs, merchant guilds, and craft guilds in the lives of the people of the late Middle Ages.

Activity A - Ask students to write a report on town life during the late Middle Ages. In the report define the following:

1. Town charter
2. Trade fairs
3. Bourgeois
4. Merchant guilds
5. Craft guilds
6. Apprentice
7. Journeyman

Activity B - Ask students to read about life in small towns in Europe in the late Middle Ages. Have them make a list of some of the things they would see if they were there during the time the trade fair was held.

Activity C - Ask students to read accounts of life in towns in the late Middle Ages. Compare social activities such as merchant and craft guilds in towns in the late Middle Ages to craft festivals in Louisiana. Discuss how such activities bring people to the area.

Learner Outcome 14: The student will explain why early universities were formed, some of the subjects that were taught, and how higher education brought changes to the lives of the people.

Activity A - Ask students to list important early universities in Europe and the subjects that were taught. Compare these to what is known about universities today. Write an opinion of how education brought changes in the lives of the people.

Activity B - Ask students to pretend they are children in Europe during the Middle Ages and neither they nor their parents can read or write. Ask students to write a short story about some interesting things in life you would not be able to share with children who came from educated families.

Activity C - Ask students to do research on the great universities in Europe such as the ones in Bologna, Italy, and Oxford, England. Write a report on their development and another on their influence on European culture.

Learner Outcome 15: The student will identify important types of literature written during the Middle Ages.

Activity - Ask students to read the child's version of the epic poem "Beowulf," the "Song of Roland," and the "Legend of King Arthur." Write a summary of the heroic deeds of characters in these works of literature. List several conclusions you can draw about life in those days.

Learner Outcome 16: The student will list characteristics of the Romanesque and Gothic architecture.

Activity - Ask students to view pictures of buildings showing the Romanesque and Gothic styles of architecture. Compare the two styles listing characteristics of each. Ask students to identify buildings that are examples of Romanesque and Gothic architecture.

*Learner Outcome 17: The student will define the term "Crusades" and explain how they ended the era of feudalism.

Activity A - Ask students to write a paragraph explaining how the Crusades brought about the fall of feudalism as a way of life in Western Europe. (Note: Until the Crusades, people in one manor town knew very little about life outside their town.)

Activity B - Ask students to write a sentence to answer each of these questions:

1. Why did people of Europe organize the Crusades?
2. Where did the Crusaders go?
3. Why were they going there?
4. What are some of the comfortable and beautiful things they found in the Holy Land that they did not have in their European homes?

Activity C - Ask students to research the Crusades and write reports on how they influenced the search for new trade routes. On a map trace the various trade routes and label the discoveries that resulted from them.

*Learner Outcome 18: The student will demonstrate an understanding of how the Renaissance influenced and changed Western European ideas about life.

Activity A - Ask students to list developments in architectural styles, art, music, education, and inventions made in Italian city-states.

Activity B - Ask students to write a short paragraph explaining how the great Italian artist Michelangelo decorated the Sistine Chapel in Rome, Italy. Look at some of the pictures painted by artists during this period in Europe. What do you think they enjoyed painting most?

Activity C - Ask students to read in reference books for more information about the Renaissance period in Europe. Construct a chart identifying the following topics. (As to names, contributions, inventions, and how they help bring a change.)

1. The contributions of the Medici family of Florence
2. Humanism
3. New Interest in Early Greek and Roman accomplishments
4. Great artists of the Renaissance
5. Inventions of the Renaissance
6. Great Builders of the Renaissance
7. Music of the Renaissance

Learner Outcome 19: The student will identify the living and working conditions of factory workers in the early part of the Industrial Revolution.

Activity A - Ask students to list the living and working conditions of the working people during the early part of the Industrial Revolution.

Activity B - Ask students to pretend they were eleven-year-old children in England in the early 1700s. Write a few sentences about the work they would have to do in a factory and home.

Activity C - Ask students to read in reference materials for additional information on the Industrial Revolution. Write a description of conditions under which the laboring class worked in the factories. Write a discussion of child labor, wages, the relationship of workers to factory owners, and living conditions of workers brought about by this industrialization.

Learner Outcome 20: The student will demonstrate an understanding of life in Russia under Czarist rule.

Activity A - Ask students to write a description of the social class structure in Russia under the rule of the Czars, beginning about 1550.

Activity B - Ask students to write a short sentence about the following social classes in Russia under the rule of the Czars: soldiers, police, noblemen, serfs. Ask students why they think some people compared Russian serfs to slaves.

Activity C - Ask students to research and list the basic reasons for the Russian Revolution. Compare with reasons for the American Revolution.

Learner Outcome 21: The student will characterize the plight of workers and peasants in Communist countries.

Activity A - Ask students to read for information on communal life in farming areas and city factories of the Soviet Union. Write an explanation of the life of a factory worker and his family. Explain family life on a communal farm.

Activity B - Ask students to pretend their parents work on a commune in the Soviet Union. Write a short paragraph explaining a day in their lives. Write another explaining what would be expected of them.

Activity C - Ask students to research the reorganization of land and industry when Communist leaders took over in countries such as Russia. List changes that took place in the lives of the people.

Learner Outcome 22: The student will analyze the Japanese system of feudalism from A.D. 1192 to 1603.

Activity A - Ask students to list the characteristics of the feudalistic system beginning with the Shogun rule in 1192.

Activity B - Ask students to write a short sentence about each of the following:

1. Shogun
2. Bushido
3. Mongol
4. samurai
5. Noh drama
6. Haiku
7. foreigners
8. kamikee

Activity C - Ask students to research the Age of the Shoguns. Make a three-point outline of the Japanese way of life from the period beginning about 1192 and ending about 1850.

Learner Outcome 23: The student will demonstrate an understanding of the development of Japanese culture.

Activity A - Ask students to write a description of the social class structure and family life in early Japan.

Activity B - Ask students to write a short paragraph explaining the importance of the father and grandfather in early Japanese life.

Activity C - Ask students to research resource books for information on Japanese family life, social classes, and culture, including religion. Ask students to arrange a display of books, pictures, and artifacts from Japan. Include a few short paragraphs of documentation about this display.

Learner Outcome 24: The student will give examples of "Westernization" of Japan after World War II.

Activity A - Ask students to read about the occupation of Japan by the United States military. List some characteristics of Japanese life that resembles ours.

Activity B - Ask students to review pictures of present-day Japan. Have them make a list of things they see that reminds them of the United States.

Activity C - Ask students to research the occupation of Japan by United States forces after World War II. Have them write a story in cartoon form of ways Japanese have Westernized their society. Include in the story evidence of the old culture still remaining. Share with class.

Learner Outcome 25: The student will compare the civilization of Ghana in West Africa to those of the Sotho and Shona in Southeast Africa.

Activity A - Ask students to make a list of achievements of the Ghana Empire that made it become so powerful. Compare this list to a list of the achievements of the Sotho and Shona.

Activity B - Ask students to write a few sentences telling about the kind of homes in which the farmers of Ghana lived. Write a sentence telling about the kind of home the Shona people built. Which type house do you think lasted longer?

Activity C - Ask students to research for information on the civilizations of Shana and the civilization that developed between the Zambezi and Limpopo Rivers of Southeast Africa (Rhodesia and Mozambique). Write a description of both cultures. In what ways were they alike? In what ways were they different?

Learner Outcome 26: The student will identify changes in Central and South Africa in recent years.

Activity A - Ask students to research about life in Central and Southern Africa. Write a report describing ways in which parts of Africa have been Westernized and other ways in which they have clung to their traditional ways of life.

Activity B - Ask students to review pictures of African cities and villages. Make a list of ways in which life in a village is different from life in a city.

Activity C - Ask students to research life in Central and South Africa today. Contrast village life with city life. Choose one African country, read in depth about it, then write a report on cultural characteristics.

Learner Outcome 27: The student will contrast the societies of the Aztec, Inca, and Mayan civilizations.

Activity A - Write a description of cultural achievements of the Aztec, Inca, and Mayan civilizations.

Activity B - Ask students to make a list of some things the Aztec, Inca, and Mayan Indians in America had in their cities that are similar to things seen in our cities. Some of them built large stone structures in the shape of pyramids. What other civilization built large pyramids? What were they both used for?

Activity C - Ask students to research the three great Indian civilizations of the Americas. Write a description of the society of each. List their scientific and cultural achievements.

*Learner Outcome 28: The student will explain why cultural and social factors influence food choices.

Activity A - Ask students to discuss the foods eaten by a child in America compared to food eaten by a child in Egypt or Japan. Why would they each eat these particular foods?

Activity B - To recognize social influence of food choice, ask students to plan a birthday party menu. Discuss why these foods are served at the party.

Activity C - Ask students to write to two different embassies to obtain information about what type of foods are served at their state dinner parties. Share information with class. Discuss the reasons why certain foods are eaten only in particular areas.

B. ETHNIC GROUPS AND CONTRIBUTIONS

Generalization: Society is composed of many ethnic groups each with its own identity, contributions and conflicts.

Learner Outcome 29: The student will identify contributions (or achievements) made by each of the four great civilizations to further the cultural development of mankind.

Activity A - Ask students to make a chart with the heading "Contributions of Ancient Civilizations." Make four columns with headings "Egypt," "Sumer," "Indus," and "Hwang Ho." In each column write the contributions (achievements) of each.

Activity B - Ask students to choose the one contribution from each of the four ancient civilizations that they think is more important. Write a sentence about each of their choices, telling why they think it is most important.

Activity C - Ask students to research for further information about the achievements of each of the four ancient civilizations. Make a poster of contributions of these civilizations in mathematics, astronomy, physics, geography, and medicine, as well as others they may have found.

*Learner Outcome 30: The student will identify cultural achievements of the Greeks.

Activity A - Ask students to read about Pericles, the great Greek leader of Athens. List some of the great buildings, sculptures, pottery, writing, and drama that occurred because of this wise leadership.

Activity B - Ask students to review pictures of famous Greek structures such as the Parthenon and the Greek theater. Make illustrations and label them. Write a few sentences about what they might be able to hear or see if they sat in the huge Greek theater watching actors putting on a play.

Activity C - Ask students to research for information on Socrates, Plato, and Aristotle--three great Greek thinkers. Write reports on their contributions. Answer the following questions:

1. Who was Herodotus? What were his contributions?
2. What contributions did Hippocrates make?
3. What were some Greek plays written at this time and still used today?
4. What was the Acropolis and for what was it used?

*Learner Outcome 31: The student will list developments and contributions of the Arabic (Saracenic) Empire (about A.D. 600-1300).

Activity A - Ask students to write a report discussing the respect the Arabs (Saracens) had for learning and culture. Include how they learned about different people and other ways of life and incorporated these ideas into their own way of life.

Activity B - Ask students to make a list of words in the English language inherited from the Arabic people. Write their definitions and learn to spell them. (Example: Algebra, coffee, Muslim, orange, zero, etc.)

Activity C - Ask students to write a report explaining how the Arabs worked to preserve the learning of the past. List the advancements made by them in mathematics, alchemy, chemistry, horticulture, medicine, art, literature, and architecture.

Learner Outcome 32: The student will list prominent artists of the Renaissance.

Activity - Ask students to use resource and reference books to set up a chart showing "Renaissance Artists" and "Works of Art" and "Music." "Works of Art" includes paintings and sculptures. Students should be able to discuss the purpose artists of the era had in creating art objects and creating music. Invite a local artist to visit the classroom.

C. MORAL AND SPIRITUAL VALUES

Generalization: Each culture has its own system of moral and spiritual values.

Learner Outcome 33: The student will demonstrate an understanding of the religious structure of the four great civilizations.

Activity A - Ask students to read about prehistoric man's religion (animism) and the gods and goddesses of the people of the four great civilizations. Make a chart listing the religious characteristics of each civilization. This may be done in groups.

Activity B - Ask students to make a list of ways ancient people probably worshipped their gods. Make another list of ways people in this country worship today. In what ways were the practices probably alike? (Singing, praying, making sacrifices, giving money, time and material goods.)

Activity C - Ask students to research some important gods, goddesses and religious practices of these early civilizations. Write reports on the part these religious figures played in the lives of the people.

Learner Outcome 34: The student will demonstrate an understanding of the part the Roman Catholic Church played in the lives of both nobles and peasants during the Middle Ages.

Activity A - Ask students to write an opinion of how the teachings of the Roman Catholic Church, the only church in Europe during the Middle Ages, improved the daily life of the people.

Activity B - Ask students to make a list of some of the things the Roman Catholic Church instructed people to do during the era of Feudalism.

Activity C - Ask students to research the importance of the clergy, both secular and regular, of the Roman Catholic Church of Europe in the Middle Ages. Write a report on the influence it had on the lives of the people. (Place emphasis on the contributions of the Monks to agriculture, preserving learning, education, and services to the sick and poor.)

Learner Outcome 35: The student will demonstrate an understanding of the problems of the Catholic Church and the resulting Protestant Reformation.

Activity A - Ask students to write responses to the following: (Provide books from library on these topics.)

1. Who was Martin Luther?
2. What did he dislike about the Catholic Church?
3. Why was the period that followed called "The Protestant Reformation"?
4. Name and identify other leaders of the Protestant Reformation.
5. What was the Counter-Reformation?

Learner Outcome 39: The student will identify various religious sects in modern society.

Activity - Ask students to research books for information on various religions such as Islam, Buddhism, Judaism, etc. Construct a chart showing where each religion began, what group of people started the religion, and at least one important person associated with each religion.

VOCABULARY

1. characteristic
2. civilization
3. communism
4. contribution
5. crusade
6. cuneiform
7. democracy
8. education
9. feudalism
10. hieroglyphics
11. irrigation
12. Pax Romana
13. pope
14. reform
15. religion
16. renaissance
17. revolution
18. secular
19. social class
20. society

III. CONCEPTUAL STRAND: ECONOMIC ORGANIZATION

A. ECONOMIC SYSTEMS

Generalization: In every society there must evolve a system for distributing scarce goods and services.

Learner Outcome 1: The student will explain the relationship of consumer demand to what goods should be produced and for whom.

Activity - Discuss with the students the factors involved in a private enterprise system. Compare this to a command economy. List advantages and disadvantages. Explain a mixed economy.

*Learner Outcome 2: The student will cite reasons why goods and services become scarce.

Activity A - Ask students to discuss why increased population could cause a food shortage. List ways these problems could be resolved.

Activity B - Provide students with a crossword puzzle activity to learn about problems of lack of food in an overpopulated country.

Activity C - Ask students to research to find what countries have suffered from overpopulation and how food shortages have been relieved.

*Learner Outcome 3: The student will describe ways scarce goods and services can be distributed to members of society.

Activity A - After identifying and discussing the scarce goods and services of the country being studied, ask the students to list the means of transportation available in the country. Write a paragraph explaining which mode of transportation would be most appropriate for distributing each good or service.

Activity B - Show the students pictures of different methods of transportation used to distribute scarce goods and services in the country being studied. Discuss how they are used to transport goods and/or people. Ask students to draw or make a model of one form of transportation and write a sentence explaining how it is used to distribute a particular good or service.

Activity C - Ask the students to draw a product map of the country being studied. They should trace major transportation routes throughout the country and identify the goods being distributed and the modes of transportation used for distribution.

B. INFLATION AND DEFLATION

Generalization: Every market economy experiences periodic fluctuations in its level of economic activity.

*Learner Outcome 4: The student will cite causes of inflation as it relates to economic activity.

Activity A - Ask a local grocery manager to visit and relate to students the variations in cost of labor and products over the last five years. Construct a bar graph showing these variations.

Activity B - Ask the cafeteria manager to allow students to list prices of commodities on pantry shelves to ascertain variations in the cost of a good.

Activity C - Ask students to bring in newspaper articles concerning the government's role in the economy. Compare, by constructing a graph or chart, the government's role in the country being studied, to information located in newspaper articles of our government's role in the economy. (Current article may pertain to local, state, or United States.)

Learner Outcome 5: The student will explain how a decrease in salaries and wages affects consumer spending.

Activity A - Ask students to interview a person, i.e., parents, grandparent, neighbor, to find out results of a salary decrease. Write interview and present to class as a "Newsbreak."

Activity B - Ask students to define recession and then write a few sentences about how a recession might affect their allowance.

Activity C - Invite a banker or economist to address the class on recession. Ask students to make a written summary of his talk and prepare copies for the other class members.

C. SCARCITY

Generalization: Because wants are unlimited and resources are limited and versatile, all economic systems must be concerned with the problems of relative scarcity.

*Learner Outcome 6: The student will distinguish between wants and needs of people living in the country being studied.

Activity A - Invite someone who has lived in the country being studied (possibly a missionary home on furlough) to talk to the class about the wants versus the needs of the people. Ask students to compare them with their own wants and needs.

Activity B - Ask students to make a poster (for classroom display) depicting illustrations of wants and needs of people in the country being studied.

Activity C - Ask students to write a paper explaining how a need in a country being studied might be a want in Louisiana and vice versa.

Learner Outcome 7: The student will define sacrifice, opportunity costs, and trade-off in indirect terms through the use of examples.

Activity A - After defining the three terms, give the students the following situation: You have a limited amount of space. You decide to plant either a vegetable garden or a flower garden in this space. Ask students to answer the following questions: (1) What are your choices? (2) Why would you plant flowers? (3) Why would you plant vegetables? (4) What is your decision? (5) What is your opportunity cost?

Activity B - Given a choice of five items of the same price, ask the students to choose the one item they would like to have and explain why they decided to choose that item.

Activity C - After completing the problem situation described in the Activity A, ask the students to relate the definitions of sacrifice, opportunity costs, and trade-off to the situation. Follow-up: The children will create their own situation in which a trade-off, sacrifice, and an opportunity cost are involved.

Learner Outcome 8: Given a particular resource and a situation, the student will demonstrate an understanding of opportunity costs by listing alternatives which could have been produced.

Activity A - The Big Guy (Opportunity Cost) Game -
MATERIALS:

1. Set up three "stores" or purchasing centers. Each store should sell a different category of item, as follows: The $1 Store sells goods. The $2 Store sells goods, and The Game Store offers the opportunity to play a game of skill. To stock the two stores selling goods, have the students bring simple used items from home such as rubber bands, pencils, trading cards, old comic books, etc. Have each student bring up to five items. Sort the items into two piles by judging those that would be considered more valuable as $2 items while the remainder have a $1 value. Keep in mind that since play money is used, the items do not have to have a real market value of $1. All the items catalogued as $2 will be placed in the $2 Store. One-half of the $1 items will be placed in the $1 Store and the other half will be placed in the Game Store to be used as prizes. When the stores are stocked, they each should have approximately the same number of items.

2. Have students prepare big signs to identify each store; for example, the Game Store might have a sign saying "Play the Game of Skill Here, 3 Tries for $1" or "Play Spinner Here, 3 Spins for $1."

3. Arrange a location for each store. The Game Store should have one game for students to play. One student plays while others wait in line. The games selected should be the kinds that individuals play at carnivals rather than group games; for example, a bean bag toss or ping pong ball toss through a small hole in a piece of plywood, or a six or eight-number spinner, where the player guesses which number will come up.

4. Make some play money or use Monopoly money, enough to give each student five $1 bills.

5. You will need a large alarm clock.

PROCEDURE:

1. Explain to the class that there are three stores: two selling goods and one selling a service. The $1 Store sells items for $1 each; the $2 Store sells items for $2 each; and the Game Store has a game available to play, but each player must pay $1 for three tries. In the Game Store, if the player wins (i.e., gets the bean bag or ping pong ball in the hole), he/she may select a prize from the goods available. It is possible for a player to win three items. Some will try but will not win anything. Once a player has taken three shots, he/she must go to the end of the line in order to buy another chance, unless there is no line.

2. Ask for three volunteers to be STORE OWNERS who will then sell the goods or the chance to play the game.

3. Give each student (except the store owners) five $1 bills of play money.

4. Tell the students that they will have 10 minutes to "shop" at the three stores; they can just look and not buy; they can spend all their money; or they can spend some now and save some for later.

5. Also tell them that after the first 10 minutes, there will be a big "sale" for five minutes, and the "Goods" store owners will be allowed to sell two for the price of one of any items that are left over, and the Game Store will let students have six tries for $1. Mention that, of course, there may not be any items left over if the shoppers buy up everything.

6. Say "START BUYING" and set the alarm for 10 minutes.

7. If a store sells out before the time is up, put up a big sign saying CLOSED.

8. When the alarm goes off, set it again for five minutes and say "THE SALE STARTS NOW." Encourage store owners to try to sell all their goods.

9. When the alarm goes off again, announce that all the stores are closed, and have each store owner count his/her money.

10. Discuss the following questions with the class:

Which store was the most popular with the shoppers? Why?

Which store earned the most money? Why?

Why did some students spend all their money during the first ten minutes and others wait for the big sale?

How many students spent all their money at the $1 Store? What could they have bought at the $2 Store instead? What did they give in order to buy what they did?

Did students spend time just looking or standing in line? Why? What was the opportunity cost of looking; of standing in line?

Which students felt that they were "the best shoppers"? Why?

What is the opportunity cost of buying five items from the $1 Store or five dollars of game playing?

Who waited for the big sale and found that the item he/she wanted most was sold out or that the Game Store was too crowded and he/she couldn't play? What does this tell us about the risk of waiting?

Why couldn't everyone buy everything he/she wanted and play the game too?

Activity B - Ask students to list things they could do in a free hour at home. Have students vote for the activity they think is best. Ask the students to give a reason for their choice in terms of money, educational benefits and enjoyment.

Activity C - A man is shipwrecked off an island. Before his boat sinks, he only has time to take one thing with him. Should he take a gun, fishing pole, or his gold watch. Ask students to list positive reasons for selecting each item. Ask the students what they have gained by selecting that item and then identify what they have lost by selecting that item. Students might then create their own situation.

Learner Outcome 9: Given a situation involving the need for making economic decisions, the student will demonstrate an understanding of Trade-off by listing sacrifices that must be made.

Activity A - Setting: A family lives in a neighborhood where the city owns a vacant lot. Some children run and play in the vacant lot. Some people want the city to make the lot into a park and playground for children. Other people want to use the lot to plant vegetable gardens. Your mother and father are going to vote on the use of the lot. They have asked you for your opinion. Should the lot be dug for vegetable gardens or should the lot be made into a park? Ask students to identify the problems and sacrifices involved by debating the two issues.

Activity B - Ask the students to listen to the debate of group A, and then list the problems and the sacrifices.

Activity C - Ask students to write a similar situation in a play identifying the problem and possible consequences. Perform for groups A and B.

D. PROPERTY, COMPETITION, AND FREE ENTERPRISE

Generalization: The market economy is characterized by profit, competition, private property and freedom of enterprise.

*Learner Outcome 10: The student will tell how competition affects profit.

Activity A - Two classroom stores will be established. One will be operated by the regular teacher - the other by another teacher, aide, or parent volunteer. Students will each receive the same amount of play money and will be asked to purchase a certain amount of groceries on a prepared list. After the shopping is completed, ask the class to calculate the difference in the prices of goods and discuss how competition affects profit.

Activity B - Ask students to compare prices of five items found in two different local sales papers to determine which grocery received the most profit, assuming that each grocery paid the same for each item. (The teacher should furnish the approximate wholesale price of items.)

Activity C - Ask students to research how businesses can buy in volume to allow for greater competition. (Contact groceryman, cafeteria manager, druggist, etc.)

E. SUPPLY AND DEMAND

Generalization: In a market economy price is the major factor in determining the use of scarce resources for the production of goods and services.

Learner Outcome 11: The student will determine the value of market prices where there are limited resources for the production of goods and services.

Activity A - Ask students to read the newspaper (teacher provide newspaper) and keep a record of the rise and decline in food production for a given period of time. Discuss articles in class.

Activity B - Survey parents and/or other community people in order to determine what prices should be affixed to items at the school bazaar. Find out why they suggested particular prices and write a sentence stating these decisions.

Activity C - Ask students to construct a graph of how consumption is influenced by prices.

Learner Outcome 12: The student will tell how government can regulate price control depending on availability and consumer demand.

Activity A - Divide students into three groups, each doing research on three different assignments: World War II Rationing, Price Controls, and Wages. The teacher will guide the students as they research government controls in these three areas. Students present reports orally to Group B.

Activity B - Ask the students to listen to the three committee reports. In small group discussions the students will be led to generalize that price control depends on availability and consumer demand.

Activity C - Ask students to comment on whether we should have price decontrol on gasoline and/or gas rationing. Graph the responses. Discuss "pros" and "cons" of government regulation.

F. MONEY

Generalization: In a developed economy money is used in the exchange of goods and services.

Learner Outcome 13: The student will identify the role of money as a medium of exchange.

Activity - Supply students with information on the cost of living since 1967. Have them draw charts showing the rise of prices and the devaluation of the dollar. Explain government printing of paper money.

G. BANKING

Generalization: The bank's role in safeguarding savings, arranging for the transfer of money by checks, lending and investing money is vital to our market economy.

Learner Outcome 14: The student will identify the following types of banks: commercial banks, industrial banks and savings banks.

Activity A - Assist the students in establishing two banks within the classroom to experience the making of checking accounts, savings accounts and the use of credit cards.

Activity B - Plan for students to view films showing how to deposit and withdraw money in the bank and write checks.

Activity C - Ask students to research the differences between industrial accounts, savings accounts and commercial accounts, and invite a local banker to reinforce their findings.

Learner Outcome 15: The student will explain the role of banks in making loans.

Activity A - Ask students to invite a person from a local bank to visit the class and explain how interest rates on a loan can benefit the banks and the community and explain where the bank acquires the money to loan. Students will write a summary of information presented by a resource person.

Activity B - After students have listened to activity A, ask them to role play acquiring a loan for the purchase of a new bicycle.

Activity C - Ask students to do research using math textbook and compute the interest earned on two different loans at different interest rates.

H. TECHNOLOGY

Generalization: Productivity is increased when people use tools and machines.

Learner Outcome 16: The student will explain productivity in a country.

Activity - Ask students to discuss the productivity of workers in agriculture in the country studied compared to farmers in Louisiana and the United States. Discuss ways increased skill, better machines and better management could increase the farmer's productivity.

I. NETWORKS

Generalization: A complex mechanized society requires an advanced communication and transportation mechanism.

Learner Outcome 17: The student will identify various modes of transportation for a given country.

Activity A - As different countries are studied, ask students to compile information on their transportation systems. Compare systems and note differences between developed and undeveloped nations.

Activity B - Ask students to choose a mode of transportation from a country and construct a model (using clay, construction paper, cardboard or tag board) of that method.

Activity C - Ask students to make posters showing modes of transportation from countries studied or being studied.

Learner Outcome 18: The student will identify various modes of communication for a given country.

Activity A - Ask students to write an embassy of a country being studied and request information on the country's communication systems.

Activity B - Ask students to list methods of communication used by the country being studied.

Activity C - Ask students to design and develop communication brochures advertising types of communication methods of countries being studied.

VOCABULARY

1. accounting profits
2. automation
3. banking
4. competition
5. consumer
6. deflation
7. demand
8. depression
9. distribution
10. economy
11. economic profit
12. equilibrium price
13. export
14. free enterprise
15. goods
16. government
17. import
18. inflation
19. interest
20. marketing
21. money
22. network
23. opportunity cost
24. producer
25. profit
26. real cost
27. recession
28. resource
29. sacrifice
30. scarcity
31. services
32. supply
33. technology
34. trade-off
35. wants

IV. CONCEPTUAL STRAND: POLITICAL ORGANIZATION

A. POLITICAL SYSTEMS

Generalization: In every society man has established a political system for the purpose of delegating authority.

*Learner Outcome 1: The student will compare the political structure of the ancient Greek city-states, Athens and Sparta.

Activity A - Ask students to do research on how the political systems of Sparta affected the lives of children, adult citizens, and slaves. Contrast the Spartan political system with that of Athens with use of a chart. (Note that in Sparta soldiers ruled and children were trained for battle.) Write paragraphs summarizing the differences in the two systems of government.

Activity B - Ask students to draw pictures showing the requirements and activities of boys and girls in Athens and Sparta. Write sentences under each picture, explaining their meaning. In which city-state would they rather live? Why?

Activity C - Ask students to compare the duties of the three branches of the Athenian government and the United States government. Draw diagrams to show their political structures. Illustrate these diagrams on poster board and present the information to the class. Determine strengths and weaknesses of the government of the city-state and compare to the United States government. (Make the same type of comparison to government in Louisiana.)

*Learner Outcome 2: The student will explain why some political systems allow more freedom to the people than do others.

Activity A - Ask students to define each of the following political systems and name a country that has such a system of government. Use resource books to determine the political system of each country named.

1. Democracy (United States)
2. Theocracy (Iran)
3. Monarchy (Saudi Arabia, Jordan)
4. Oligarchy (U.S.S.R.)
5. Constitutional Monarchy (England)
6. Dictatorship (Cuba, Libya)
7. Parliamentary (Canada, Australia)

Activity B - Ask students to dramatize by role playing a citizen's treatment by authority and his freedom under the law if he lives in a dictatorship and in a democracy. Write sentences explaining differences in the two politcal systems.

Activity C - Ask students to imagine that they are reporters in the U.S.S.R. writing a news release for the American newspapers. Consider the following questions: Could I express my feelings about what I see? Would someone censor my news articles? Could I give the true facts about what is happening in my country?

*Learner Outcome 3: The student will compare the elements in a democracy with those in a communist country.

Activity A - Ask students to find out from reference and resource books the origins and effects of political power in the U.S.S.R. Compare and contrast the political power in the U.S.S.R. with that in the United States.

Activity B - Help students locate the U.S.S.R. on a wall map of the world or on a globe. Given a desk outline map of the world, locate and color the Union of Soviet Socialist Republics and the United States. Label the national capital of each country. Compare the size. Write sentences explaining the philosophical difference between democracy and communism.

Activity C - Ask students to use resource and reference books to discover which countries in Europe and Asia are under communist rule. On a desk map of the Eastern Hemisphere, label those countries under communist rule. Determine any important differences in their political structure.

B. GOVERNMENT

Generalization: Political systems exist to make authoritative decisions binding on all citizens.

Learner Outcome 4: The student will compare the governments of ancient Athens and Sparta.

Activity A - Ask students to draw a diagram showing the structure of government in ancient Athens and Sparta. Determine which was more similar to the government of the United States.

Activity B - Ask students to locate the boundaries of ancient Athens and Sparta on a map. Color each nation and label it. List the type of government in each.

Activity C - Ask students to compare the duties of the three branches of government in Athens, Sparta, and the United States. Draw diagrams to show political structure. Indicate how each branch provided for checks and balances.

Learner Outcome 5: The student will demonstrate an understanding of how changes in the Roman army from the 280s A.D. indicated a decline in the strength and power of government to control the empire.

Activity A - Ask students to identify changes in the Roman army, beginning in the 280s A.D. when Diocletian barbarized the army (allowed barbarians to join the Roman army) which began the decline in the strength and power of the government to control the empire.

Activity B - Make a list of events that led to the fall of the Roman Empire.

Activity C - Ask students to write an opinion of how weaknesses in discipline and loyalty within an army, demands by the people for "free" luxuries, more violent forms of entertainment, disregard for high moral standards, conduct leading to high crime rate, and a fall in the value of a country's coinage can contribute to that country's decay and eventual fall as a powerful and respected nation. State evidences that some of these events that led to the fall of Rome are happening in America and the state of Louisiana.

Learner Outcome 6: The student will compare the two major political parties in the United States with each other and with the political party in the Union of Soviet Socialist Republics.

Activity A - Ask students to gather information about the major political parties in the United States by listening to television, reading newspapers and resource books, and/or interviewing legislators and other informed people. Discuss differences with classmates.

Activity B - On a sheet of poster paper, ask students to construct a chart on each of the political parties in the United States and the Soviet Union. Include articles from newspapers, magazines, pictures of important leaders in each party, a summary of party platforms, etc. Share the project with classmates.

Activity C - Ask students to pretend they are candidates for political office in the U.S.S.R. or in the U.S.A. They decide what plans they should make to win the election. Reports should be written and presented to the class.

C. LAW

Generalization: Every society creates laws and imposes sanctions and penalties for violation of laws.

Learner Outcome 7: The student will compare one of the earliest written codes of laws, Hammurabi's Code, with the first ten amendments (Bill of Rights) of the United States Constitution.

Activity A - Ask students to make a list of some of the laws of Hammurabi's Code and write opinions of the importance of this code of laws to the people of the time. Tell which laws were most unfair and why. Read the Bill of Rights and tell why it is important to individual freedom.

Activity B - Ask students to draw pictures depicting the results of some of Hammurabi's laws. Write sentences explaining the pictures and tell which laws were unfair.

Activity C - Read the first ten amendments, the Bill of Rights, of the United States Constitution. Write a report explaining how Hammurabi's Code reflected the values and beliefs of Sumerian society and how the Bill of Rights reflects American values and beliefs.

D. CITIZENSHIP

Generalization: Citizenship in a democracy is the exercise of duties, responsibilities, and privileges.

*Learner Outcome 8: The student will demonstrate an understanding of some of the responsibilities and rights of living in a democracy.

Activity A - Ask students to discuss with classmates the fairness of Roman government in allowing tax collectors to charge the people what they wished as long as a certain amount of money was sent to Rome. Find out who paid taxes in Rome and who pays taxes in the United States. In the United States how are taxes collected, and how is the money spent?

Activity B - Ask students to list the rights named in the first ten amendments to the Constitution (Bill of Rights) and explain the responsibilities inherent in each.

Activity C - Ask students to write a report on the topic "With every right there comes a responsibility." Share this with the class.

Learner Outcome 9: The student will identify the name of his/her representative, senator in the Louisiana State Legislature.

Activity A - Ask students to write a letter requesting names of representative and senators.

Louisiana House of Representatives or Louisiana Senate
Post Office Box 44062
Baton Rouge, Louisiana 70804

League of Women Voters
850 North 5th Street
Apartment 103
Baton Rouge, Louisiana 70802

VOCABULARY

1. authority
2. communist
3. democracy
4. dictatorship
5. freedom
6. monarchy
7. oligarchy
8. political parties
9. politics
10. structure
11. theocracy
12. totalitarian

V. CONCEPTUAL STRAND: HISTORICAL HERITAGE

A. CHANGE

Generalization: Change has been a universal characteristic of all human societies.

Learner Outcome 1: The student will identify the various peoples who have occupied the Mesopotamian Valley.

Activity A - Ask students to trace the occupation periods of various tribes of people who lived in the Mesopotamian Valley, beginning with the Sumerians and continuing through the Moslem Saracenic or Arabic) Empire. List at least one important characteristic of each group--Sumerians, Old Babylonians, Assyrians, Chaldeans, Hebrews, Phoenicians, Persians, Greeks, Romans, Moslems.

Activity B - Ask students to list the various peoples who have occupied the Mesopotamian Valley. Have them write a short paragraph about the group of people that interested them most.

Activity C - Ask students to trace the occupation periods of various tribes of people who lived in the Mesopotamian Valley as required for Activity A. Then, read in reference books, textbooks, and resource materials for information about the formation of the countries existing in the Middle East today. Note major changes.

Learner Outcome 2: The student will identify the historical periods of early Egypt and identify one important event that occurred in each.

Activity A - Ask students to construct a time line of the three historical periods in early Egypt (from 2800 B.C. until 1085 B.C.) Write in its proper place on the line at least one important historical event that occurred in each period.

Activity B - Ask students to draw pictures of interesting artifacts in Egyptian history and of the pyramids in Egypt. Find out in what century the pyramids were built.

Activity C - Ask students to read information on the Old, Middle, and New Kingdoms in Egyptian history. Make a time line from the beginning of the Old Kingdom (2800 B.C.) until 332 B.C. when Alexander the Great of Greece conquered Egypt. On your time line label major historical events that occurred during this time.

Learner Outcome 3: The student will trace important phases of Indian history.

Activity A - Ask students to trace Indian rule from the invasion of the Ayrans to the present. Choose one period and elaborate on it. (Example: Maurya Empire, Gupta Empire, Moslem invasion, British rule, Mohandas K. Gandhi.)

Activity B - Help students to locate pictures of the Taj Mahal. Have them write a story about the Indian king who built it. Make drawings to go with the story.

Activity C - Construct a time line indicating dates of important historical events in India from about 2000 B.C. to the present. Research the period of British rule and write a report on the influence of the English in India.

Learner Outcome 4: The student will identify the characteristics of major historical periods in China.

Activity A - Ask students to write a paragraph describing at least one important event in each of the following periods of Chinese history:

1. Chinese dynastic period
2. Mongol rule
3. Japanese invasions
4. World War II
5. Communist rule

Activity B - Ask students to write a short paragraph about Marco Polo's visit to China. Tell about some of the beautiful things he saw there during his long stay.

Activity C - Ask students to research Chinese history during the nineteenth and twentieth centuries. Have them write a report of their readings. Write their opinion of the events that had direct influence on the Chinese accepting communist rule.

*Learner Outcome 5: The student will identify the major historical events that led to the rise of the Roman Empire.

Activity A - After doing research, students are to identify the following:

1. Roman religion
2. Pedagogues
3. Punic Wars
4. Cincinnatus
5. Julius Caesar
6. The rise of Christianity
7. The decline and fall of Rome

Activity B - Ask students to write a short story of Hannibal's attempt to capture of city of Rome. With the help of the teacher, have the students make a list of parts of Europe and Asia that became the Roman Empire. Be able to locate them on a map.

Activity C - Ask students to do reference work about the rise and fall of the Roman Empire. Compare the character of the people of early Rome with that of the people under Roman dictatorship. Write a summary of their analyses, placing emphasis on the part the attitude of the people played in the eventual fall of Rome.

*Learner Outcome 6: The student will analyze the changes which brought Europe out of the Middle Ages and into the Age of Enlightenment.

Activity A - Ask students to divide their paper into three columns - political, economic, social. List changes that brought an end to the Middle Ages under the appropriate column.

Activity B - Give students a list of attitudes and wants that could have accounted for the emergence of the Age of Enlightenment. Ask them to check off the ones that may have affected "enlightenment" and then verify their answers.

Activity C - Ask students to write a play with a setting in the the Middle Ages, having the characters finding out about the age of Enlightenment. Perform for the class.

*Learner Outcome 7: The student will define the terms democracy and nationalism and explain their roles in the emergence of modern Europe.

Activity A - Ask students to name characteristics of democracy and nationalism. Make a list of the nation-states that emerged in Europe and basic causes for adopting democratic governments.

Activity B - Ask students to define democracy and nationalism. Label a map of Europe which shows the outline of the nation-states.

Activity C - Ask students to choose one of the European countries being studied and write a brief report on developments of nationalism and democracy in that country.

Learner Outcome 8: The students will define the term imperialism and list its positive and negative connotations.

Activity - Conduct a "brainstorming" session with the students centered on the idea of imperialism. After determining categories, ask students to give specific examples of countries studied and examples in the world today.

Learner Outcome 9: The student will identify important events in the history of the British Isles.

Activity A - Ask students to write a brief summarizing statement about each of the following:

1. The Romans in Britain
2. The invasion of the Angles, Saxons, and Jutes
3. The Norman French invasion of 1066
4. England during the period of exploration
5. The British Empire - 1700-1900
6. England's part during World Wars I and II
7. The British Isles today

Activity B - Prepare for students to listen to class discussions about events in British history. Have them choose an event that interests them most and write a short story about it.

Activity C - Ask students to complete the work for Activity A. Have them read information on the ancient history of the British Isles. Write a report of the tribes occupying these islands before the coming of the Romans. What influence did they have in determining the identification of the countries that exist in the British Isles today?

Learner Outcome 10: The student will identify important periods of French history.

Activity A - Ask students to write a brief summarizing statement about each of the following:

1. The Franks
2. Gaul
3. Charlemagne
4. The Normans
5. Hugh Capet
6. The Hundred Years' War
7. Joan of Arc
8. Louis XIV
9. The French Revolution
10. Napoleon Bonaparte

Activity B - Ask students to choose one person or event from Activity A and write a short story about it. Have them make illustrations for their story.

Activity C - Ask students to complete the work for Activity A. Ask them to research the influence France played in Vietnam.

Learner Outcome 11: The student will identify stages of historical development of Spain and Portugal.

Activity A - Ask students to read in texts and reference books for information on the history of Spain and Portugal. Write a brief statement about the following:

1. Iberia under the rule of Rome
2. The coming of the Moors (Moslems)
3. The rise of Spain
4. Spain and Portugal during the exploration period
5. The defeat of the Spanish Armada
6. Spain and Portugal in the twentieth century

Activity B - Prepare for students to listen to class discussions on the history of Spain and Portugal. Look at pictures in textbooks. Have them write short story of the part that interested them most. Make illustrations to go with the story.

Activity C - Ask students to perform the tasks for Activity A. Make a time line for the history of Spain from 500 B.C. through 1980 A.D.

Learner Outcome 12: The student will compare the historical development of Switzerland, Austria, Hungary, Czechoslovakia, and Poland.

Activity A - Ask students to make a time line for each of the countries listed above. Begin with their early history and continue to the present. Have them write their opinion of which country has had the most prosperous history and why.

Activity B - Ask students to listen to class discussions and teacher explanations of the history of the countries listed. On a chart, write one historical event of development in each country.

Activity C - Ask students to research for information about the early history of the people who settled in the countries of Central Europe--Switzerland, Austria, Hungary, Czechoslovakia, and Poland. Write a TV advertisement about each of these countries. (Include information of historical development. Class will discuss differences of developments described.)

Learner Outcome 13: The student will demonstrate an understanding of the history of Scandinavia and Finland and their influence in world history.

Activity A - Ask students to identify the following with a brief statement:

1. The explorations of the Vikings
2. Queen Margaret (1397)
3. Swedish revolt of 1523
4. Gustavus Adolphus
5. Hans Christian Anderson
6. Iceland and Greenland
7. Oslo
8. Edvard Grieg
9. Eridtjof Nansen Land
10. Stockholm
11. Alfred Nobel
12. Helsinki
13. Jan Sibelius

Learner Outcome 14: The student will identify the important civilizations which have developed in central and southern Africa.

Activity A - Ask students to read in texts and reference books for information about the great civilizations that once flourished in Ghana and South Africa. Have them write a report on their research.

Activity B - Provide students with pictures of the ancient kingdoms of Ghana and Zimbabrve. Ask students to write a few sentences about each of the pictures.

Activity C - Ask students to choose one of the civilizations that developed in Africa and write a summary of its achievements and present status.

Learner Outcome 15: The student will outline the historical events that have shaped the country of Japan.

Activity A - Ask students to research the history of early Japan. Illustrate important developments about Japan. (Draw in frames with annotations and use as an enlarged filmstrip prepared by students.)

Activity B - Ask students to write a short paragraph about Japan today. Emphasize economic growth.

Activity C - Ask students to analyze the cultural achievements of Japan before and after World War II. Write a discussion of the following topics: "Japan's prewar achievements have been much less significant than its postwar achievements."

Learner Outcome 16: The student will chart the history of Korea.

Activity - Ask students to research the history of Korea. Have them write brief sentences about the following: (These could be used with cartoons.)

1. Who were the first Koreans?
2. What other people attempted to conquer them and with what results?
3. What was Korea's part in World War II?
4. Why has Korea been divided into two parts?
5. Why was the United States at war in Korea in the early 1950's?
6. What was the result of that war?

Learner Outcome 17: The student will outline the historical heritage of the people of Southeast Asia.

Activity - Ask students to research for information about the following:

1. Early Chinese influence in Southeast Asia
2. The effect of the exploration period on Southeast Asia (1400s - 1600s)
3. Southeast Asia after World War II
4. The French in Southeast Asia
5. The Vietnam War
6. The history of the Philippines

Write a brief paragraph about each.

B. CAUSE AND EFFECT

Gneralization: No historical events have resulted from a single cause.

*Learner Outcome 18: The student will list discoveries of ancient writings and demonstrate an understanding of the importance of these writings to history.

Activity A - Ask students to research information on the discovery of early writings of man. Write a report summarizing the different kinds of ancient writings. List some historical events scientists believe were recorded in these writings

Activity B - Ask students to write a short paragraph about one kind of early writing used by ancient people.

Activity C - Ask students to research the discoveries of "tablets" by archaeologists in the "tels" of the Middle East. Make a booklet of the findings and illustrate. Include some historical events recorded on the clay tablets.

Learner Outcome 19: The student will list the major invasions of ancient Greek city-states and the results of each.

Activity - Ask students to research reference books for information about the following:

1. The Battle of Marathon
2. The Battle of Salamis
3. The Empire of Alexander the Great
4. Rome conquers Greece

Have them write a summary of each. Have them answer these questions: Why do you think the ancient Greeks were able to defeat such a formidable army as that of the Persians? (They believed in individual freedom and were fighting to keep it.) Why do you think Rome was able to conquer the Greeks?

*Learner Outcome 20: The student will characterize the "Industrial Revolution" and analyze its effects on production.

Activity A - Ask students to define the term revolution and explain why this concept was applied to the industrial era which began in the early 18th century.

Activity B - Ask students to select one invention made during the Industrial Revolution. They are to draw a diagram of the invention, explain its use, and determine the reason why it could have been called revolutionary.

Activity C - Ask students to write and produce a play depicting the lives of several people during the Industrial Revolution. (Examples: an inventor, a factory worker, a factory owner, a child, etc.)

*Learner Outcome 21: The student will express the meaning of definite and indefinite time expressions such as decade, century, past, future, long ago, before, after, meanwhile, minute, second, B.C., and A.D.

Activity A - Ask students to write sentences related to the social studies using each of the following words. Indicate which are definite expressions and which are indefinite.

(1) decade
(2) century
(3) past
(4) future
(5) second
(6) minute
(7) long ago
(8) before
(9) after
(10) meanwhile
(11) B.C.
(12) A.D.

Activity B - Ask students to classify twelve sentences that indicate one of the time related words in Activity A.

Activity C - Ask students to complete activity A, then use each of the "time words" in a sentence and name events that would relate to each word.

Learner Outcome 22: The student will identify events in German history.

Activity - Ask students to research information on the history of Germany. Have them write a short paragraph on one of the following topics:

1. Germany before the 1800s
2. The rise of Nationalism among the German states
3. The rise of Prussia
4. Growth of the empire under William II
5. The Hapsburgs
6. The Treaty of Versailles
7. The Weimar Republic
8. The Nazi Party
9. Germany in World War II
10. The Final Solution
11. East Germany

C. INTERNATIONAL RELATIONS

Generalization: The relationships between nations of the world involve political, economic, social and cultural interactions.

*Learner Outcome 23: The student will monitor contemporary international relations through the use of newscasts, newspapers and magazines.

Activity A - Ask students to bring in newspaper and magazine articles or TV reports on specific international issues. They should present articles in class and be prepared for discussion. Students should report any new information on their topic.

Activity B - Ask students to collect news articles to bring to class. Focus on a particular topic each week, i.e., Energy Crisis, Middle East Conflict, Summit talks, etc. Class discussions should be held to clarify specific points and to allow time for students to voice their opinions. Students use articles on a display board.

Activity C - Designate a special topic for each week. Ask students to use varied sources to collect information on the topic. They should be prepared to hold a discussion on the issue, express their opinions, and debate students with opposing opinions.

D. CONTRIBUTIONS OF INDIVIDUALS

Generalization: Leadership of certain individuals has had a profound influence on the course of history.

Learner Outcome 24: The student will list the names of inventions made during the Industrial Revolution, note the names of their inventors, and describe the significance of each contribution.

Activity - Help students to make a chart showing:

1. Names of inventions made during the Industrial Revolution
2. Names of the inventors
3. Uses of the invention
4. Names of any of the inventions used in Louisiana today.

Discuss the significance of each invention.

Learner Outcome 25: The student will identify examples of French heritage in Louisiana.

Activity A - Ask students to research reference books about the history of Louisiana. Write a report on the influence the settlement and ownership of Louisiana by France has had on the uniqueness of our state. (Example: language, architecture, laws)

Activity B - Ask students to make a list of those things in Louisiana that are different from those of other states because we were once owned and ruled by the French.

Activity C - Ask students to research information about Louisiana history. Outline major events that occurred in Louisiana from the visit by LaSalle in the 1500s through the early 1800s. Decide which events left evidence of French influence on Louisiana.

E. LANDMARKS

Generalization: One means of honoring and remembering the past is through the recognition of shrines and landmarks.

Learner Outcome 26: The student will list the names and locations of the "Seven Wonders of the World."

Activity - Using a world almanac or encyclopedia, ask the students to list the "Seven Wonders of the World" and the cities in which they are located. Make sketches of these "wonders" and exhibit in the classroom.

Learner Outcome 26: The student will identify the historical facts about the architectural design of the State Capitol.

Activity - Provide books for students to read about Louisiana. Ask the students to list any interesting facts they locate, such as who designed the building. Why was the capitol different from existing buildings in Louisiana and in what year was the construction began.

F. HOLIDAYS, CUSTOMS, AND TRADITIONS

Generalization: Belief, life-styles, and values vary according to time, place, and circumstance.

Learner Outcome 27: The student will use a calendar to chart the major holidays of four different cultures.

Activity - Help students to design a large calendar and display it on a wall in the classroom. On approximate dates, color in the names of various cultural and ethnic holidays.

VOCABULARY

1. alliance
2. communism
3. crusade
4. decade
5. democracy
6. enlightenment
7. guild
8. heritage
9. imperialism
10. indenture servants
11. invention
12. mercantilism
13. nationalism
14. revolution

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SAMPLE UNIT

5TH GRADE

IMMIGRATION - (Two Weeks)

I. OVERVIEW

The purpose of this unit is to expose students to the concept of immigration, some of the reasons why various groups have chosen to immigrate to the United States, and some of the problems of adjustment and prejudice faced by immigrants in their new home. Other topics to be explored include the role of the neighborhood, contributions made by immigrants to the expansion of this country and increasing industrialism. Students will name some of the contributions to American culture which have been made by different groups. Whenever possible, parallels are to be drawn between current waves of immigration (Vietnamese boat people and Cubans, etc.) and earlier groups.

II. OBJECTIVES

A. GENERALIZATIONS

1. Objects may be spatially related as to direction, distance and time. (Geography)
2. American society is composed of many ethnic groups, each with its own identity, contributions and conflicts. (Social Organization)
3. Labor is one of the factors of production in an economic system. (Economic Organization)
4. Citizenship in a democracy is the exercise of duties, responsibilities and privileges. (Political Organization)
5. The relationship of the United States with other nations of the world involves political, economical, social and cultural interactions. (Historical Heritage)

B. CONCEPTS

1. Geography - Location
2. Social Organization - Ethnic Groups
3. Economic Organization - Labor and Technology
4. Political Organization - Citizenship
5. Historical Heritage - International Relations

C. SKILLS

1. Locate on a globe, map and an atlas the countries of origin of immigrant groups in the United States.
2. Locate, gather and organize research information.

3. Learn to relate the past to the present in the study of change and continuity in human affairs.

4. Interpret pictures, charts, graphs and tables.

D. ATTITUDES

1. Develop a respect for immigrants who have made contributions to American society.

2. Develop feelings of empathy for immigrants who had to overcome many obstacles to become productive members of society.

III. INITIATION

A choice could be made of one of the following activities:

A. Capitalize on a current immigration issue if one is available. (i.e., Why are so many Cubans leaving Cuba to make the dangerous trip to America?) Encourage a discussion (but do not provide answers) in which children contribute their ideas as well as raise further questions. Ask students to listen to news programs, collect magazine and newspaper articles, and conduct a poll of parents and other adults in order to gain some insight into why this is occurring and how Americans are responding to this situation. In discussing the evidence, be sure that students note the difference in points of view and why they might exist. As students are discussing, record any generalizations they make from the evidence as well as any unanswered questions. As the study of the unit continues, with earlier periods of immigration, refer to the chart to test whether the generalizations hold true for these periods as well.

B. If a current immigration issue is not available, challenge students to find out about their ancestors and make a family tree. In particular, they are to attempt to discover the country of origin and the approximate date of arrival in the United States. Have students predict what kinds of problems their ancestors or others may have faced at first.

IV. PROCEDURE

A. GEOGRAPHY - Location

Learner Outcome 1: The student will locate on a world map the continents and countries of origin of immigrant groups to the United States.

Activity - Give the students appropriate world maps. Ask students to choose names of various immigrant groups studied or in the news and locate the continent and country of their origin. Check for proper labeling and correct spelling.

B. SOCIAL ORGANIZATION - Ethnic Groups

Learner Outcome 2: The student will identify the different life-styles, values and customs of major ethnic groups that have immigrated to the United States.

Activity A - Ask students to read and discuss articles on ethnic groups in the United States. Ask them to make charts on life-styles, values and customs of each group.

Activity B - Ask students to collect pictures depicting life-styles, values and customs of the immigrant groups. Have them make posters using the pictures.

Activity C - Ask students to interview several persons of various ethnic backgrounds. Have them report their findings to the class.

C. ECONOMIC ORGANIZATION - Labor and Technology

Learner Outcome 3: The student will list the advantages immigrant labor contributed to the economic growth of the United States.

Activity - Ask students to do research on the early immigrants to the United States. Have them find out when the people settled, what employment was available, what kind of wages were paid and the conditions under which they worked and lived.

D. POLITICAL ORGANIZATION - Citizenship

Learner Outcome 4: The student will list the various ways that people can become citizens of the United States.

Activity - Ask students to research how persons can become citizens of the United States. Ask them to read the stories of Ellis Island and other immigration centers. Have them report to the class on the reasons most immigrants sought citizenship in America as soon as possible.

E. HISTORICAL HERITAGE - International Relations

Learner Outcome 5: The students will explain reasons why many Europeans and other peoples immigrated to the United States.

Activity A - Ask students to research conditions in Europe which caused people to leave their homelands for America.

Activity B - Ask students to draw on a map the routes of travel immigrants made when coming to America.

Activity C - Give the students examples of advertisements and letters used to encourage immigration. Ask students to determine whether or not the claims of a better life were valid.

V. EVALUATION

Students should be evaluated to determine progress and for measuring growth and understanding in the objectives of the unit. A variety of measuring techniques should be used to include testing in the areas of knowledge, skills and attitudes. For example, this unit has many opportunities for evaluating the student's ability to read and interpret graphs and charts on immigration figures in the United States during certain years. There are also opportunities for reading and interpreting maps. Multiple-choice, matching, true and false, and short essay questions are several techniques that could be used to evaluate the students' ability to grasp understanding and relate factual information to concepts studied. Test items should require more than mere recall of facts.

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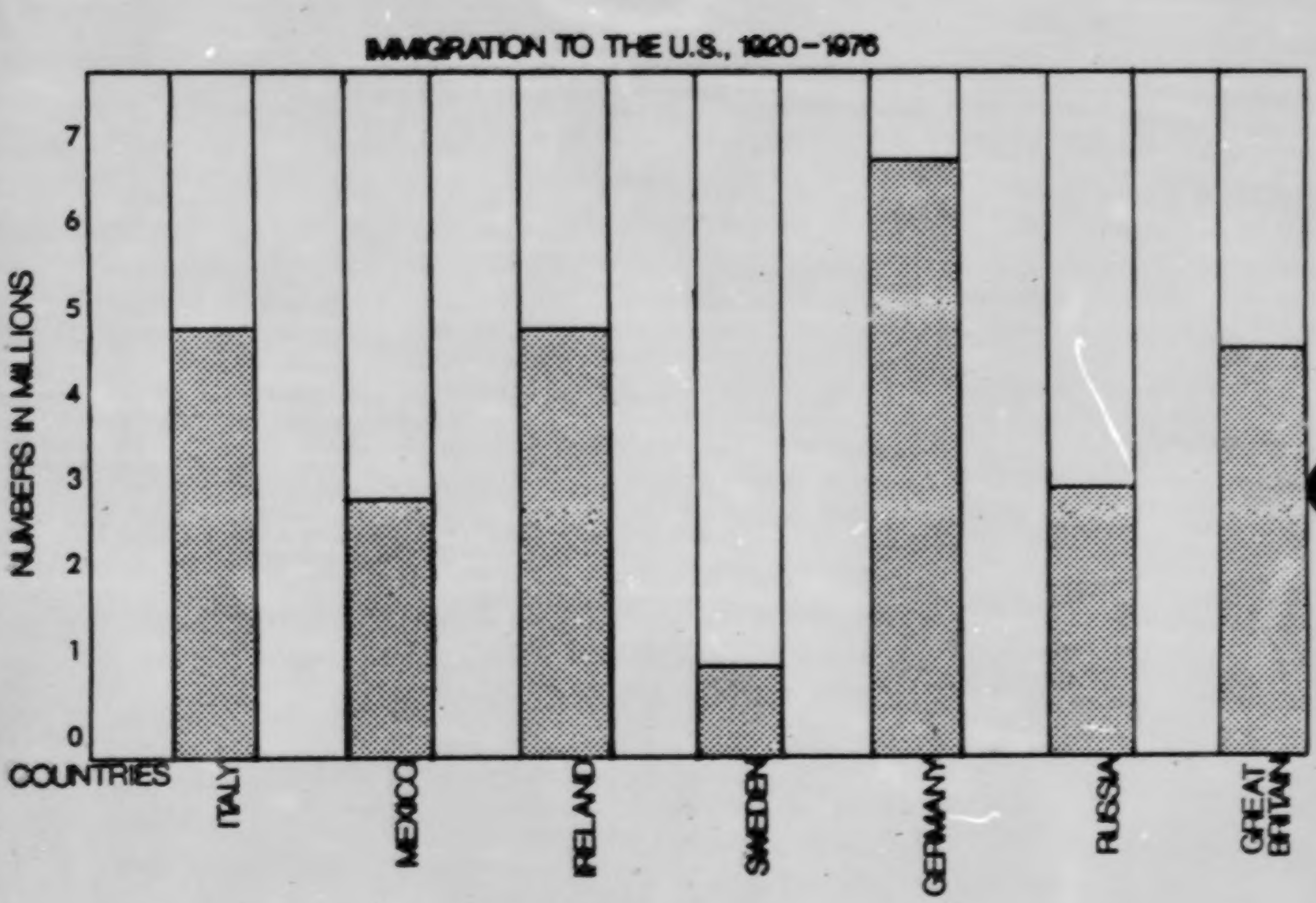
Examples:

Interpreting a graph

Immigration to the U.S., 1920-1976



1. What information does this graph contain?
2. What country has had the most number of immigrants to the U.S.?
3. What country has had the least number of immigrants?
4. How many immigrants have come from Mexico?
5. Which countries had more than four million immigrants come to the U.S.?

Multiple Choice - Circle the letter of the correct answer.

1. Which of these conditions was true concerning newly-arrived immigrants?

   a. Housing was plentiful b. Jobs paid high wages
   b. Health care was adequate d. Not many had skills

Essay Question

Write several sentences discussing why immigrants came to the United States. Select one group and give specific information on why that group left its homeland to live in a new world. Write in good, clear sentences using proper English and spelling.

Attitude Questions

Testing in the affective domain (attitudes) is very difficult and in many cases impossible to determine accurately and objectively. It is possible, however, to determine whether or not a student recognizes a socially desirable attitude to the extent that the attitude is revealed in a test situation. Listed below are several suggestions for teachers seeking an insight into the attitudes of their students. (Implications of prejudice or lack of prejudice.)

	Agree	Disagree	Uncertain
1. Immigrants are stupid and lazy.			
2. Immigrants are strange and have weird customs.			
3. People who don't speak English are ignorant.			
4. Immigrants are people who have common human needs.			
5. Immigrants are usually loyal to their adoptive country.			

Completing an unfinished sentence:

"Our unit on immigrants has changed my ideas about . . ."

Tests are an important part of evaluation. However, other means such as observation of students are also important in producing evidence which can be studied and analyzed by teachers in evaluating the growth of pupils.

Below are listed a few basic rules of test-making:

1. Have a clear and concise purpose in mind for the test.
2. Plan carefully for the test questions.
3. Make the test parallel the work in class.
4. Test what you teach.

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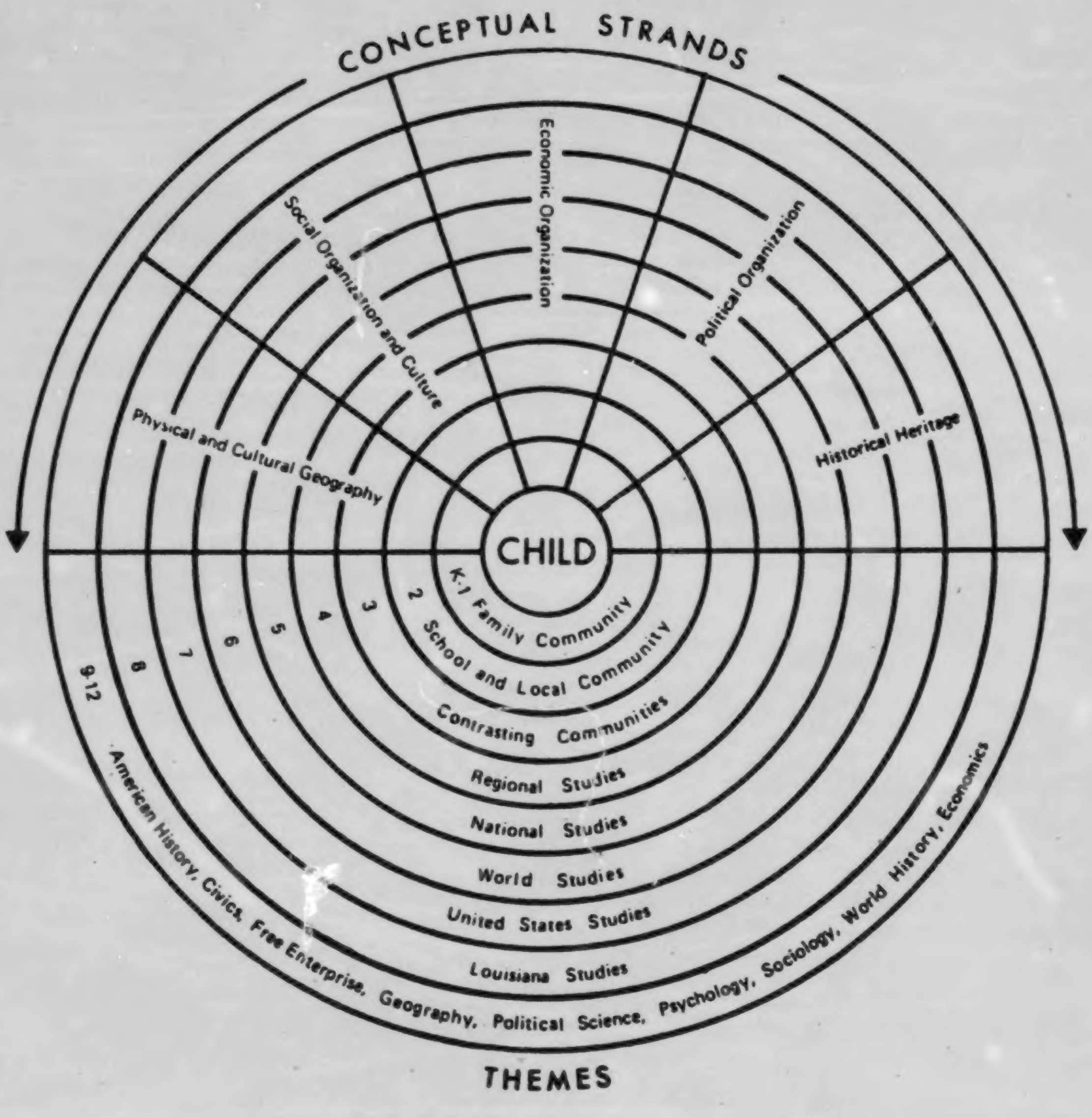

CONCEPTUAL STRANDS
Economic Organization
Social Organization and Culture
Political Organization
Physical and Cultural Geography
Historical Heritage
CHILD
K-1 Family Community
2 School and Local Community
3 Contrasting Communities
4 Regional Studies
5 National Studies
6 World Studies
7 United States Studies
8 Louisiana Studies
9-12 American History, Civics, Free Enterprise, Geography, Political Science, Psychology, Sociology, World History, Economics
THEMES

I. SCOPE and SEQUENCE
for LOUISIANA SOCIAL STUDIES

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

I. Reading social studies materials at appropriate grade level	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Understand an increasing number of social studies terms	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
B. Learn abbreviations commonly used in social studies materials	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
II. Applying problem-solving and critical thinking skills to social issues at appropriate grade													
A. Recognize that a problem exists	*	**	**	**	**	** **	** **	** **	** **	** **	** **	** **	** **
B. Define the problem for study	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Review known information about the problem		*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **
D. Plan how to study the problem		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
E. Locate, gather and organize information					*	**	**	** **	** **	** **	** **	** **	** **
F. Summarize and draw tentative conclusions					*	**	**	***	** **	** **	** **	** **	** **
G. Recognize the need to change conclusions when new information warrants		*	**	**	**	**	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Recognize areas for further study	*	**	**	**	**	**	**	**	***	** **	** **	** **	** **
I. Use problem-solving techniques by meeting personal and social problems		*	*	*	*	*	*	**	**	***	** **	** **	** **
III. Interpreting maps and globes													
A. Orient the map and note directions													
1. Use cardinal direction in classroom and neighborhood		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Use intermediate directions, as southeast, northwest				*	**	***	** **	** **	** **	** **	** **	** **	** **
3. Use cardinal directions and intermediate directions in working with maps				*	**	***	** **	** **	** **	** **	** **	** **	** **
4. Use relative terms of location and directions, as near, far, above, below, up, down	*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
5. Understand that north is toward the North Pole and south toward the South Pole			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
6. Understand the use of the compass for direction					*	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Use the north arrow on the map				*	**	***	** **	** **	** **	** **	** **	** **	** **
8. Orient desk outline, textbook and atlas maps correctly to the north					*	**	**	***	** **	** **	** **	** **	** **
9. Use parallels and meridians in determining direction					*	**	**	***	** **	** **	** **	** **	** **
10. Use different map projections to learn how the pattern of meridians and that of parallels differ					*	*	*	**	***	** **	** **	** **	** **
11. Construct simple maps which are properly oriented as to direction			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
B. Locate places on maps and globes													
1. Recognize the home city and state on a map of the United States and a globe			*	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Recognize land and water masses on a globe and on a variety of maps		*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Identify on a globe and on a map of the world, the equator, continents, oceans, large islands			*	**	***	** **	** **	** **	** **	** **	** **	** **	** **
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction and locations					*	*	*	**	***	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Relate low latitudes to the equator and high latitudes to the polar areas				*	**	**	***	****	****	****	****	****	****
6. Interpret abbreviations commonly found on maps			*	**	**	**	***	****	****	****	****	****	****
7. Use map vocabulary and key accurately			*	**	**	***	****	****	****	****	****	****	****
8. Use longitude and latitude in locating places on wall maps					*	**	***	****	****	****	****	****	****
9. Use an atlas to locate places					*	**	**	***	****	****	****	****	****
10. Identify the time zones of the United States and relate them to longitude					*	**	**	***	****	****	****	****	****
11. Understand the reason for the International Date Line, and compute time problems of international travel								*	**	**	***	****	****
12. Consult two or more maps to gather information about the same area					*	**	***	***	****	****	****	****	****
13. Recognize location of major cities of the world with respect to their physical setting				*	**	**	***	****	****	****	****	****	****
14. Trace routes of travel by different means of transportation			*	**	**	***	****	****	****	****	****	****	****

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
15. Develop a visual image of major countries, land forms, and other map pattern studies			*	**	**	**	***	** **	** **	** **	** **	** **	** **
16. Read maps of various types which show elevation					*	**	***	** **	** **	** **	** **	** **	** **
17. Understand the significance of relative location as it has affected national policies							*	**	**	**	**	***	** **
18. Learn to make simple sketch maps to show location			*	**	***	***	** **	** **	** **	** **	** **	** **	** **
C. Use scale and compute distances													
1. Use small objects to represent large ones, as a photograph compared to actual size	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Compare actual length of a block or a mile with that shown on a large scale map					*	**	**	**	***	** **	** **	** **	** **
4. Determine distance on a map by using a scale of miles					*	**	***	** **	** **	** **	** **	** **	** **
5. Compare maps of different size of the same area					*	**	**	**	***	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas					*	**	**	***	** **	** **	** **	** **	** **
7. Compute distance between two points on maps of different scale					*	**	**	**	***	** **	** **	** **	** **
8. Estimate distances on a globe using latitude; estimate air distances by using string to measure great circle routes							*	**	**	***	** **	** **	** **
9. Understand and use map scale expressed as representative fraction, statement of scale on all maps used					*	**	**	**	**	***	** **	** **	** **
D. Interpret map symbols and visualize what they represent													
1. Understand that real objects can be represented by pictures or symbols on a map	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Learn to use legends on different kinds of maps			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents					*	**	**	**	**	***	** **	** **	** **
4. Study color contour and visual relief maps and visualize the nature of the areas shown					*	**	**	***	** **	** **	** **	** **	** **
5. Interpret the elevation of the land from the flow of rivers								*	**	***	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Interpret dots, lines, colors and other symbols used in addition to pictorial symbols		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use all parts of a world atlas					*	**	**	**	**	**	***	** **	** **
E. Compare maps and draw inferences													
1. Read into a map the relationship suggested by the data above shown as the factors which determine the location of cities					*	**	**	**	**	***	** **	** **	** **
2. Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data					*	**	**	**	**	***	** **	** **	** **
3. Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand					*	**	**	**	**	***	** **	** **	** **
4. Understand the differences in different map productions and recognize the distortions involved in any representation of the earth other than the globe						*	**	**	**	***	** **	** **	** **
5. Use maps and the globe to explain the geographic setting of historical and current events					*	**	**	**	**	**	**	***	** **
6. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources						*	**	**	**	**	**	***	** **
7. Infer man's activities or way of living from physical detail and from latitude		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

IV. Understanding time and chronology	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Develop an understanding of the time system and the calendar													
1. Associate seasons with particular months in both northern and southern hemisphere		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Understand the relation between rotation of the earth and day and night		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
3. Understand the system of time zones as related to the rotation of the earth					*	**	**	**	**	***	** **	** **	** **
4. Understand the relation between the earth's revolution around the sun and a calendar year				*	**	**	***	** **	** **	** **	** **	** **	** **
5. Accumulate some specific date-events as points of orientation in time				*	**	**	**	**	**	**	**	***	** **
6. Comprehend the Christian system of chronology B.C. and A.D.					*	**	***	** **	** **	** **	** **	** **	** **
7. Use the vocabulary of definite and indefinite time expressions													
a. Use such definite concepts as second, minute, yesterday, decade, century			*	**	**	**	***	** **	** **	** **	** **	** **	** **
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	*	**	**	**	**	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Acquire a sense of prehistoric and geological time						*	**	**	**	**	**	***	****
9. Learn to translate dates into centuries						*	**	***	****	****	****	****	****
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time													
1. Recognize sequence and chronology in personal experiences as weekly school schedule, etc.	*	**	**	**	***	****	****	****	****	****	****	****	****
2. Learn to arrange personal experiences in order	*	**	***	****	****	****	****	****	****	****	****	****	****
3. Comprehend sequence and order as expressed in first, second, and third, etc.	*	**	**	**	***	****	****	****	****	****	****	****	****
4. Learn to figure the length of time between two given dates					*	**	**	***	****	****	****	****	****
5. Understand differences in duration of various historical periods							*	**	**	**	**	***	****
6. Understand and make simple time lines				*	**	**	***	****	****	****	****	****	****
7. Use a few cluster date-events to establish time relationships among historic events						*	**	***	****	****	****	****	****

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Learn to relate the past to the present in the study of change and continuity in human affairs		*	**	**	**	**	**	***	** **	** **	** **	** **	** **
9. Learn to formulate generalizations and conclusions about time in studying the development of human affairs								*	**	**	**	***	** **
V. Evaluating Information													
A. Distinguish between fact and fiction		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
B. Distinguish between fact and opinion				*	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction						*	**	**	**	***	** **	** **	** **
D. Consider which source of information is more acceptable, and why						*	**	**	**	***	** **	** **	** **
E. Examine reasons for contradictions or seeming contradictions, in evidence						*	**	**	**	***	** **	** **	** **
F. Examine material for consistency, reasonableness, and freedom from bias						*	**	**	**	***	** **	** **	** **
G. Recognize propaganda and its purposes in a given context						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Draw inferences and make generalizations from evidence						*	**	**	**	***	** **	** **	** **
I. Reach tentative conclusions						*	**	**	**	***	** **	** **	** **
VI. Interpreting pictures, charts, graphs, tables													
A. Interpret pictorial materials													
1. Recognize these materials as sources of information		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Distinguish between types of pictorial material, recognize the advantages of each, and the need for objectivity in interpretation							*	**	**	***	** **	** **	** **
3. Note and describe the content of the material, both general and specific							*	**	**	***	** **	** **	** **
4. Interpret by applying related information, and use the material as one basis for drawing conclusions							*	**	**	***	** **	** **	** **
B. Interpret Cartoons													
1. Recognize these materials as expressing a point of view and interpret the view expressed							*	**	**	**	***	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Note and interpret the common symbols used in cartoons								*	**	**	***	** **	** **
C. Study Charts													
1. Understand the steps in development indicated					*	**	**	**	**	**	**	**	***
2. Trace the steps in the process shown					*	**	**	**	**	**	**	**	***
3. Compare sizes and quantities				*	**	**	**	**	**	**	**	**	***
4. Analyze the organization or structure				*	**	**	**	**	**	**	**	**	***
5. Identify elements of change				*	**	**	**	**	**	**	**	**	***
D. Study graphs and tables													
1. Understand the significance of the title				*	**	**	**	**	**	**	***	** **	** **
2. Determine the basis on which the graph or table is built and the units of measure involved				*	**	**	**	**	**	**	**	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Interpret the relationships shown				*	**	**	**	**	**	**	***	** **	** **
4. Draw inferences based on the data				*	**	**	**	**	**	**	***	** **	** **
E. Construct simple graphs, charts, and other pictorial materials (including cartoons)								*	**	**	***	** **	** **
F. Relate information derived from pictures, charts, graphs and tables gained from other sources								*	**	**	***	** **	** **

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

LOCATING INFORMATION	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Work with books													
1. Use title of books as guide to contents				***									
2. Use table of contents			***										
3. Alphabetize			***										
4. Use index						***							
5. Use title page and copyright data													
6. Use appendix						***							
7. Use glossary						***							
8. Use map skills							***						
9. Use illustration list													

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
10. Distinguish between storybooks and factual books					***								
11. Choose a book appropriate for the purpose				***									
B. Find information in encyclopedia and other reference books													
1. Locate information in an encyclopedia by using key words							***						
2. Index						***							
3. Cross reference							***						
4. Letters on volume						***							
5. Use reference works, such as World Almanac								***					
6. Who's Who								***					
7. Atlases						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Statements yearbook								***					
C. Make efficient use of the dictionary													
1. Alphabetize a list of words according to the first letter			***										
2. According to the second letter				***									
3. According to the third letter					***								
4. Use guide words					***								
5. Learn correct pronunciation of a word						***							
6. Understand syllabication					***								
7. Choose the appropriate meaning of the word for the context in which it is used					***								

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

D. Read newspapers, magazines, and pamphlets with discrimination	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Recognizes these materials as sources of information about many topics, especially current affairs							***						
2. Select important news items							***						
3. Select from these sources material that is pertinent to class activities							***						
4. Learn the organization of a newspaper						***							
5. How to use the index						***							
6. Learn about the sections of the newspaper							***						
7. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets								*	**	**	**	**	**
E. Know how to find materials in a library, both school and public													
1. Locate appropriate books				***									
2. Use a book card						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
3. Use the card catalogue to learn that:	K	1	2	3	4	5	6	7	8	9	10	11	12
a. A book is listed in three ways—by subject, by author, and by title						***							
b. All cards are arranged alphabetically						***							
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf						***							
d. Some author cards give more information than the title or subject						***							
e. Information such as publisher, date of publication, number of pages and illustrations, and usually some annotation are provided						***							
f. The Dewey Decimal System is a key to finding books							***						
4. Use the Readers' Guide to Periodical Literature and other indexes							***						
F. Gather facts appropriate to grade level from field trips and interviews													
1. Identify the purpose of the field trip or interview	*	**	**	**	**	**	**	**	**	**	**	**	**
2. Plan procedures, rules of behavior, questions to be asked, things to look for	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Take increasingly greater initiative in the actual conduct of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
4. Evaluate the planning and execution of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
5. Find acceptable ways to open and close an interview			*	**	**	**	**	**	**	**	**	**	**
6. Express appreciation for courtesies extended during the field trip or interview			*	**	**	**	**	**	**	**	**	**	**
7. Record, summarize, and evaluate information gained				*	**	**	**	**	**	**	**	**	**
ORGANIZING INFORMATION													
A. Make an outline of topics to be investigated and seek materials about each major point, using more than one source							***						
B. Select the main idea and supporting facts						***							
C. Compose a title for a story, picture, graph, map, or chart							***						
D. Select answers to questions from material heard, viewed, or read							***						

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Take notes, making a card of the source by author, title, page							***						
F. Classify pictures, facts, and events under main headings or in categories							***						
G. Arrange events, facts, and ideas in sequence							***						
H. Make simple outlines of material read					***								
I. Make simple outlines of material read, using correct outline form							***						
J. Write a summary of main points encountered in material							***						
K. Make a simple table of contents					***								
L. Make a bibliography								*	**	**	**	**	**
ACQUIRING INFORMATION THROUGH READING													
A. Skim to find a particular word, get a general impression, or locate specific information					*	**	**	**	***	***	***	***	***

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Read to find answers to questions					*	**	**	**	***	***	***	***	***
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas								***					
D. Select the statements that are pertinent to the topic being studied								***					
E. Make use of italics, marginal notes and footnotes to discover emphasis by author								***					
ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING													
A. Listen and observe with a purpose	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Listen attentively when others are speaking	*	**	**	**	**	**	**						
C. Identify a sequence of ideas and select those that are most important		***	***	***	***	***	***	***	***	***	***	***	***
D. Reserve judgment until the speaker's entire presentation has been heard	*	**	**	**	**	**	**	**	**	**	**	**	**
E. Take notes while continuing to listen and observe							*	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

COMMUNICATING ORALLY AND IN WRITING APPROPRIATE TO GRADE LEVEL	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Speak with accuracy and poise													
1. Develop an adequate vocabulary	*	***	***	***	***	***	***	***	***	***	***	***	***
2. Choose the appropriate word	*	**	**	***	***	***	***	***	***	***	***	***	***
3. Pronounce words correctly and enunciate clearly	*	**	**	**	**	**	**	**	**	**	**	**	**
4. Talk in sentences	*	**	**	**	**	**	**	**	**	**	**	**	**
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted							*	**	**	**	**	**	**
6. Keep to the point in all situations involving oral expression	*	**	**	**	**	**	**	**	**	**	**	**	**
7. Develop self-confidence	*	**	**	**	**	**	**	**					
8. Exchange ideas through discussion, either as leader or participant					*	**	**	**	**	**	**	**	**
9. Respect limitations of time and the right of others to be heard	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

B. Write with clarity and exactness	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Write independently, avoiding copying from references							*	**	**	**	**	**	**
2. Use standard English					*	**	**	***	***	***	***	***	***
3. Include a bibliography to show source of information								*	**	**	**	**	**
4. Include footnotes when necessary								*	**	**	**	**	**
5. Proofread and revise							*	**	**	**	**	**	**
WORKING WITH OTHERS													
A. Respect the rights and opinions of others	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Understand the need for rules and the necessity for observing them	*	**	**	**	**	**	**	**	**	**	**	**	**
C. Take part in making the rules needed by the group	*	**	**	**	**	**	**	**	**	**	**	**	**
D. Accept the role of leader or follower, as the situation requires	*	**	**	**	**	**	**	**	**	**	**	**	**

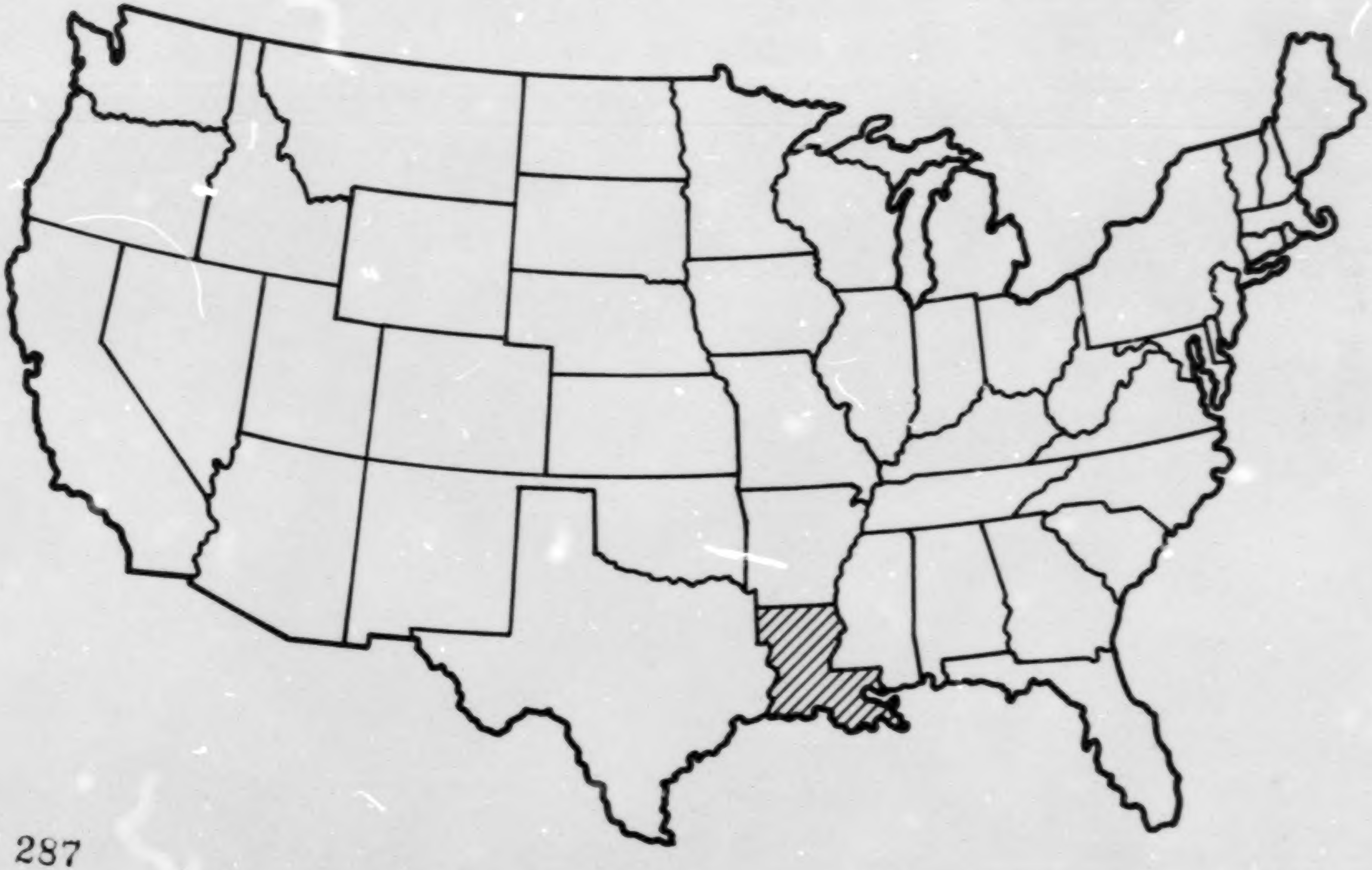
PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Profit from criticism and suggestions				*	**	**	**	**	**	**	**	**	**
F. Distinguish between work that can be done more efficiently by individuals and that which calls for group efforts					*	**	**	**	**	**	**	**	**
G. Use the rules of parliamentary procedure when needed							*	**	**	**	**	**	**

APPENDICES

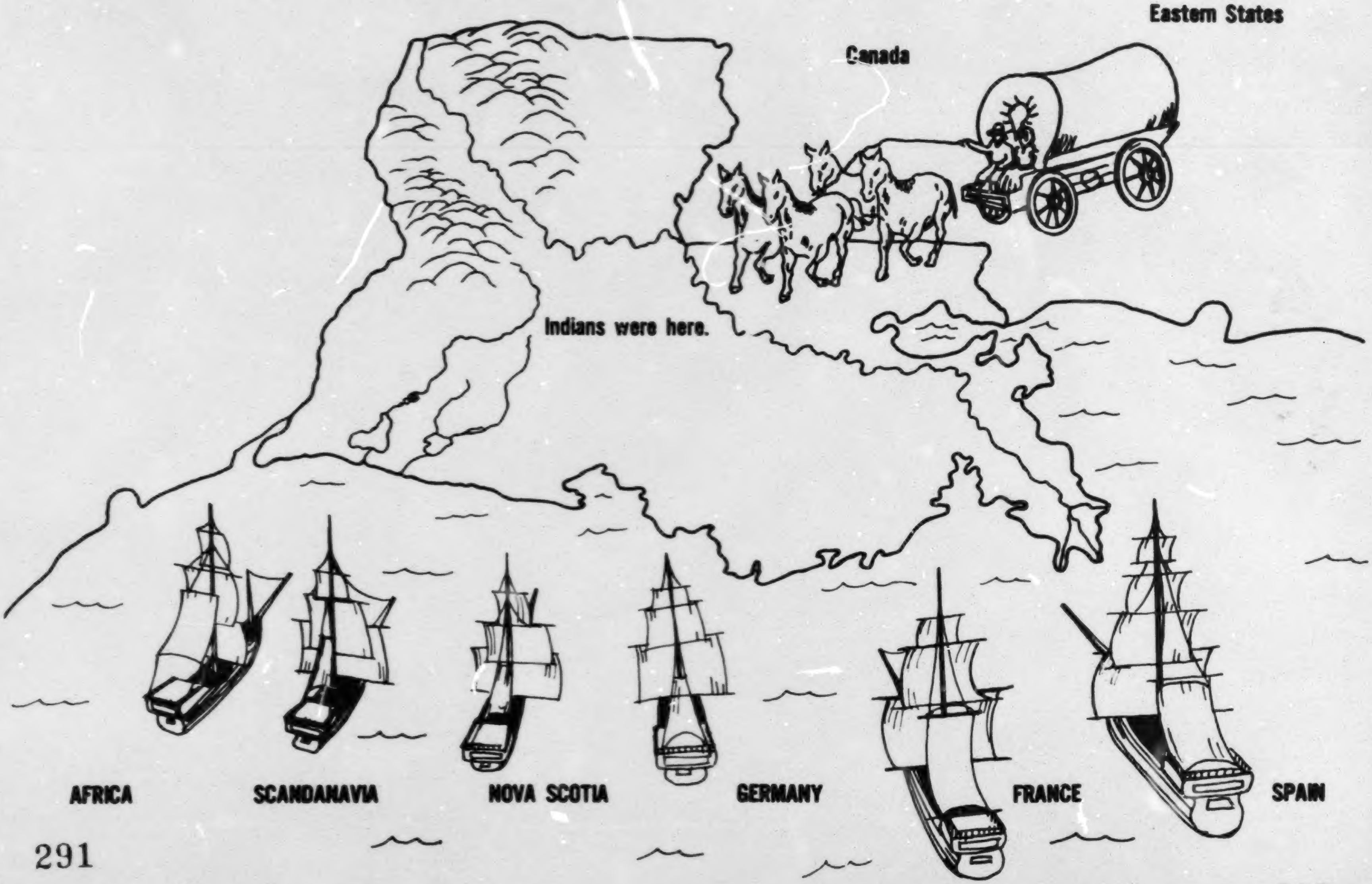
(Louisiana maps courtesy of Jefferson Davis Parish School Board Media Center)

Louisiana is a part of the United States.

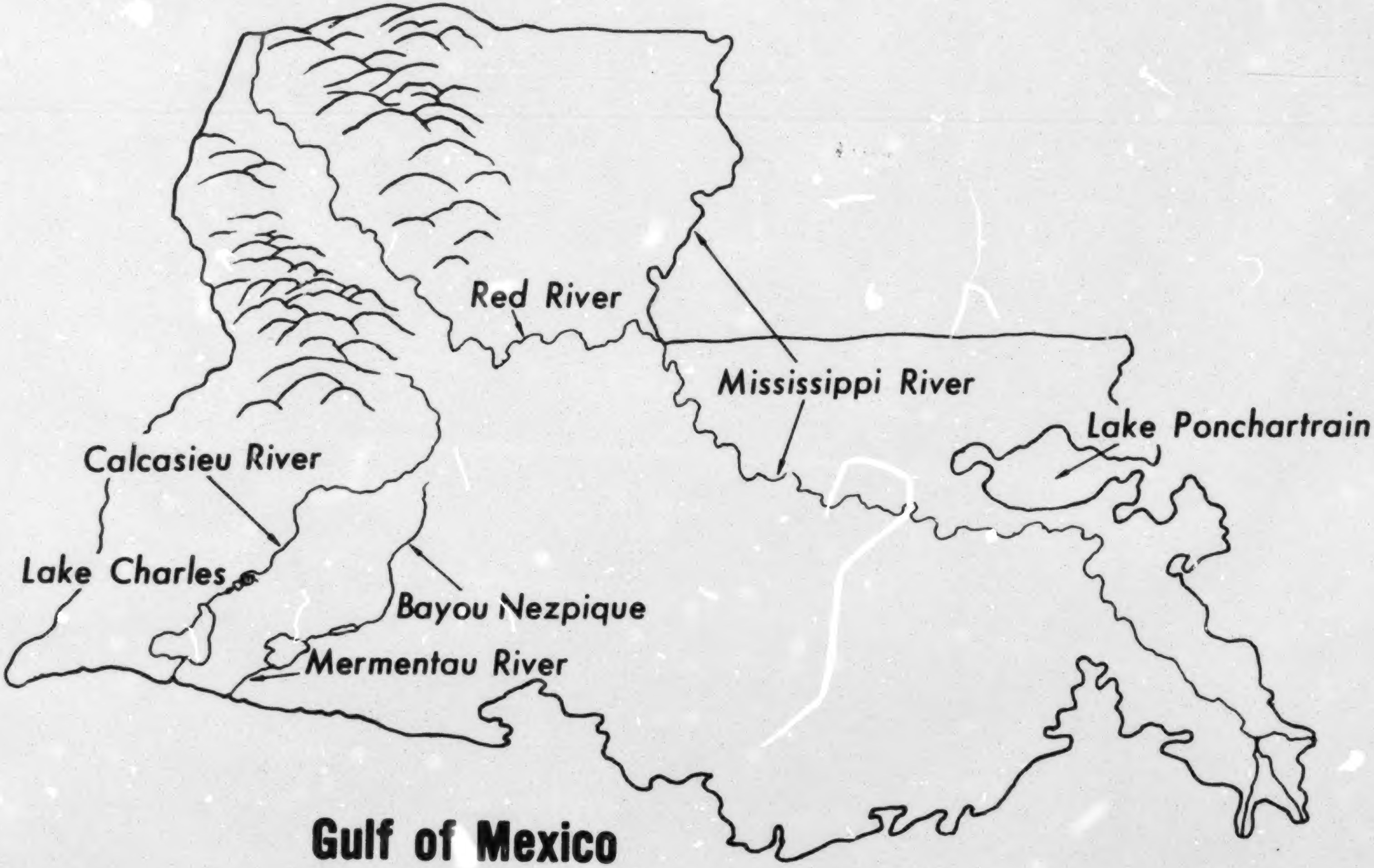


LOUISIANA

Where Did Our Ancestors Come From?

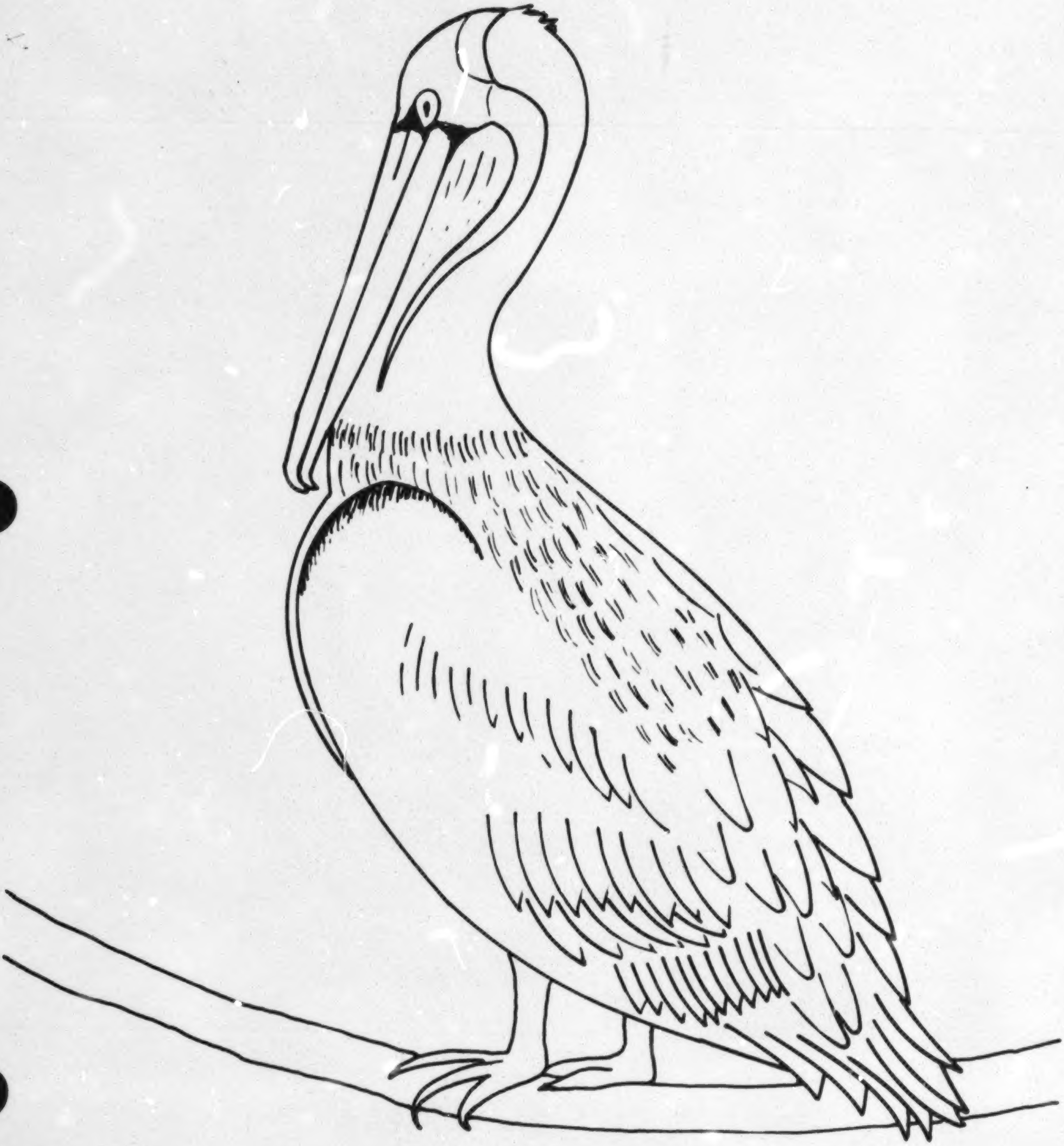

Eastern States
Canada
Indians were here.
AFRICA
SCANDANAVIA
NOVA SCOTIA
GERMANY
FRANCE
SPAIN

Rivers, Lakes and Bayous are Important to Louisiana

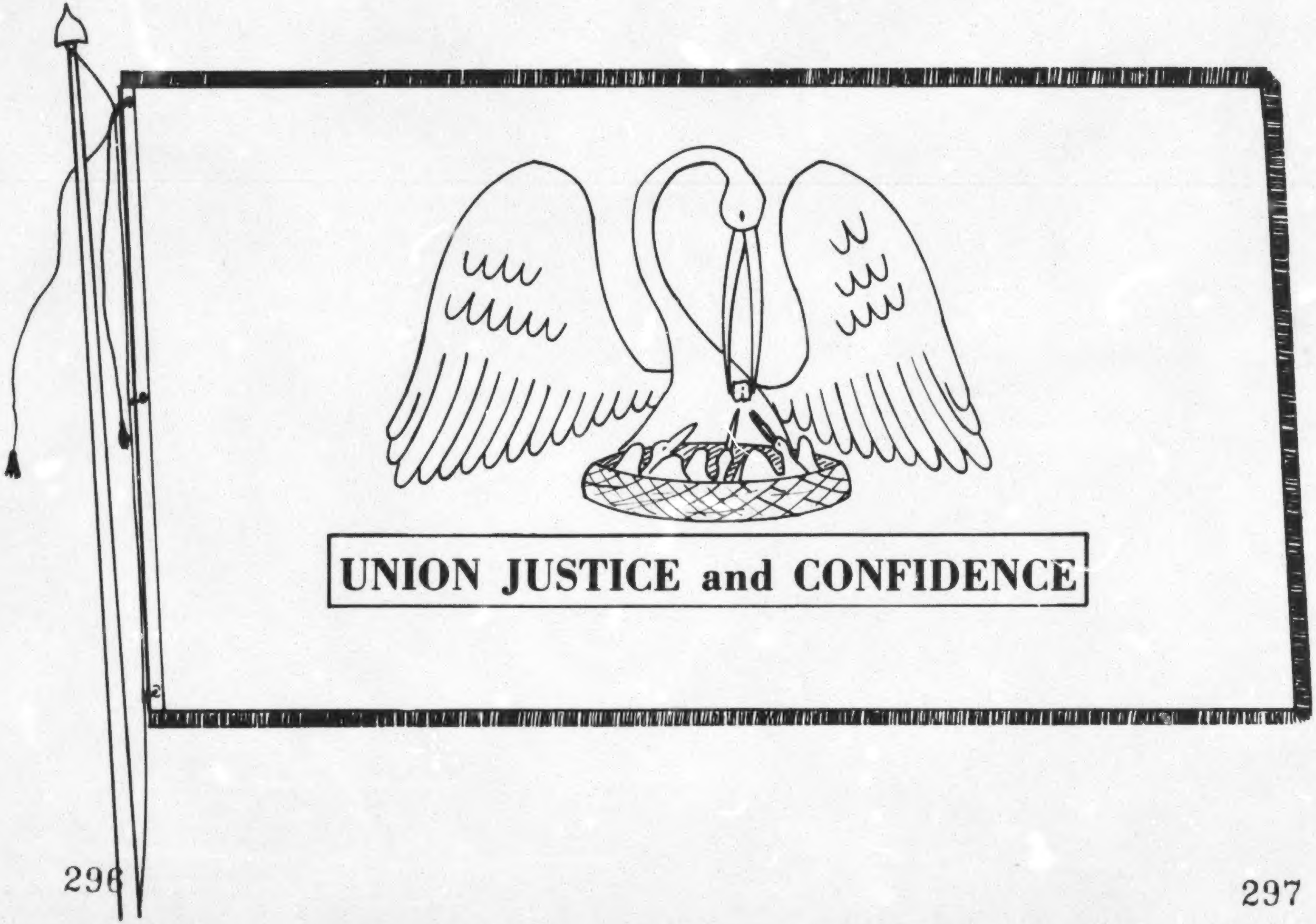

Red River
Mississippi River
Lake Ponchartrain
Calcasieu River
Lake Charles
Bayou Nezpique
Mermentau River
Gulf of Mexico

BROWN PELICAN

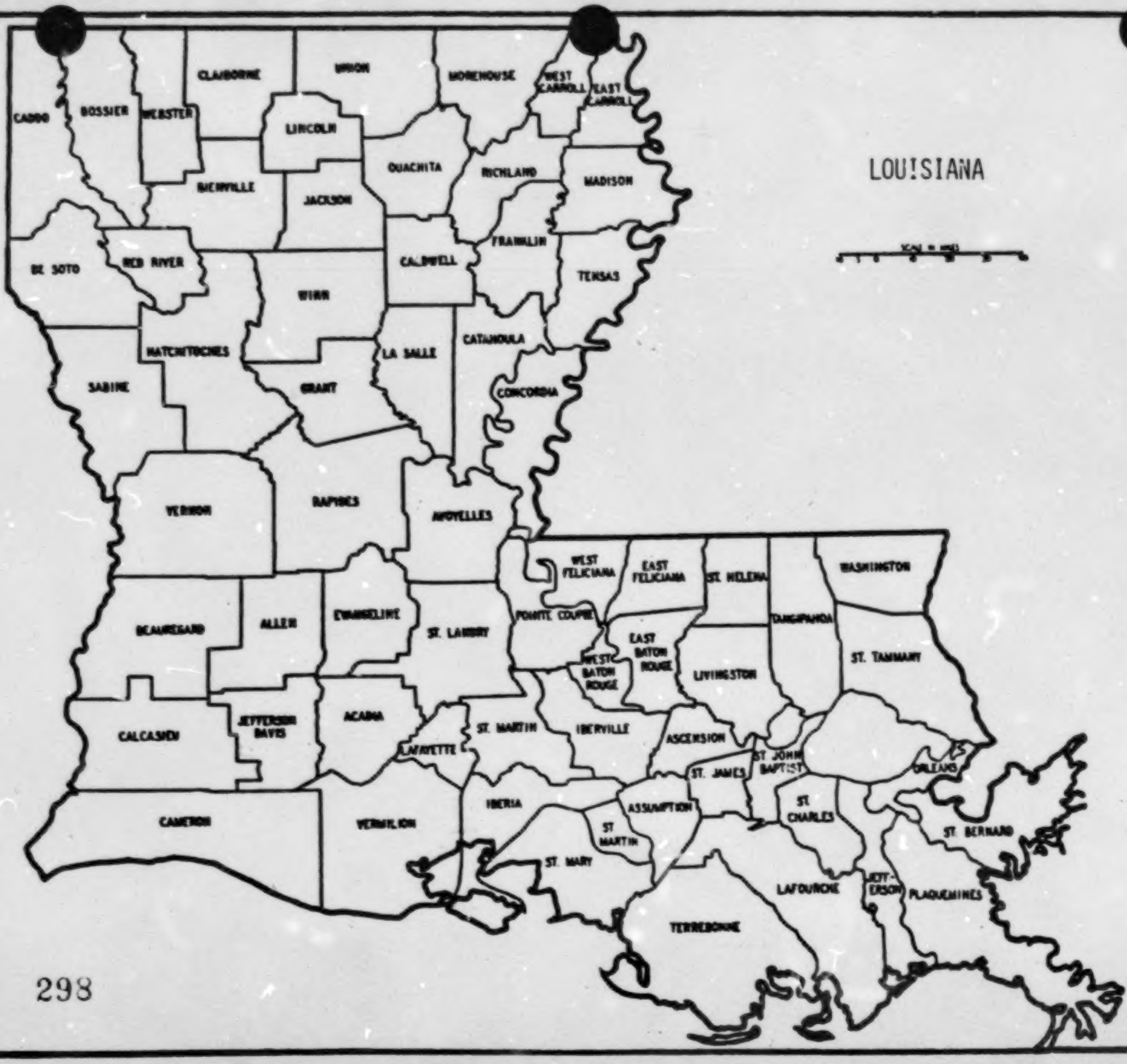
The Louisiana State Bird



The Louisiana State Flag


UNION JUSTICE and CONFIDENCE

LOUISIANA


CADDO
BOSSIER
WEBSTER
CLAIBORNE
UNION
MOREHOUSE
WEST CARROLL
EAST CARROLL
LINCOLN
OUACHITA
RICHLAND
MADISON
BIENVILLE
JACKSON
FRANKLIN
DE SOTO
RED RIVER
CALDWELL
TENSAS
WINN
LA SALLE
CATAHOULA
NATCHITOCHES
GRANT
CONCORDIA
SABINE
VERNON
RAPIDES
AVOYELLES
WEST FELICIANA
EAST FELICIANA
ST. HELENA
WASHINGTON
BEAUREGARD
ALLEN
EVANGELINE
ST. LANDRY
POINTE COUPEE
EAST BATON ROUGE
TANGIPAHOA
ST. TAMMANY
WEST BATON ROUGE
LIVINGSTON
CALCASIEU
JEFFERSON DAVIS
ACADIA
LAFAYETTE
ST. MARTIN
IBERVILLE
ASCENSION
ST. JOHN BAPTIST
ORLEANS
ST. JAMES
CAMERON
VERMILION
IBERIA
ASSUMPTION
ST. CHARLES
ST. BERNARD
ST. MARTIN
ST. MARY
LAFOURCHE
JEFF-ERSON
PLAQUEMINES
TERREBONNE

BEST COPY AVAILABLE

SONGS, POEMS AND DOCUMENTS ABOUT AMERICA

The materials listed in the following section are those often sought by elementary teachers of social studies. Most elementary social studies textbooks do not contain these materials. Therefore, they are listed here for your convenience and use in the classroom.

THE STAR-SPANGLED BANNER

Francis Scott Key

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched were so gallantly streaming!
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there:
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread, silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream.
'Tis the star-spangled banner! O long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave!

O thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation!
Blest with victory and peace, may the heaven-rescued land
Praise the Power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust,"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

AMERICA THE BEAUTIFUL

Katherine Lee Bates

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine
Till all success be nobleness
And every gain devine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

AMERICA

Samuel Francis Smith

My country, 'tis of thee,
Sweet land of liberty,
    Of thee I sing;
Land where my fathers died,
Land of the Pilgrims' pride,
From every mountain-side
    Let Freedom ring.

My native country, thee,
Land of the noble free -
    Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills:
My heart with rapture thrills
    Like that above.

Let music swell the breeze,
And ring from all the trees
    Sweet Freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break -
    The sound prolong.

Our fathers' God, to Thee,
Author of liberty
    To Thee we sing;
Long may our land be bright
With Freedom's holy light;
Protect us by Thy might,
    Great God, our King.

THE GETTYSBURG ADDRESS

Delivered at Gettysburg, Pennsylvania
November 19, 1863

Abraham Lincoln

Fourscore and seven years ago
our fathers brought forth upon this continent
a new nation,
conceived in liberty,
and dedicated to the proposition
that all men are created equal.

Now we are engaged in a great civil war,
testing whether that nation,
or any nation so conceived and so dedicated,
can long endure.
We are met on a great battlefield of that war.
We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, and for the people, shall not perish from the earth.

THE NEW COLOSSUS

Engraved on a Plaque in the Statue of Liberty

Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

EXCERPT

from the

DECLARATION OF INDEPENDENCE

" . . . we hold these truths to be self-evident . . that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among those are life, liberty, and the pursuit of happiness . . ."

Thomas Jefferson
1776

The Constitution:

A Summary of Its Sections

PREAMBLE

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

The first three articles set up the three branches of our government: legislative, executive, and judicial.

ARTICLE I - Legislative Branch

House of Representatives	Senate
1. Term - 2 years	1. Term - 6 years
2. Qualifications:	2. Qualifications:
a. 25 years of age	a. 30 years of age
b. Resident of state in in which elected	b. Resident of state in which elected
c. Citizen of U.S. for at least 7 years	c. Citizen of U.S. for at least 10 years
d. May not hold any other office of the U.S.	d. May not hold any other office of the U.S.
3. Number of members determined by state's population	3. Two senators from each state

The Legislative Branch of Congress is responsible for making the laws. In so doing, Congress is responsible for the following:

1. levies and collects taxes for the general welfare and common defense
2. coins money
3. fixes standards of weights and measures
4. establishes post offices

The President shall be asked to sign all laws made by Congress. If he vetoes a bill, it must then pass both houses by a two-thirds majority before it can become law.

ARTICLE II - Executive Branch

The President of the United States is the executive head of the government.

1. Term - 4 years
2. Qualifications:
   a. 35 years of age
   b. Natural-born citizen of the U.S.
   c. Resident of the U.S. for 14 years

As the executive head of government, the President does the following:

1. sees that laws are enforced
2. acts as Commander-in-Chief of the Armed Forces
3. reports to Congress on the State of the Union and recommends steps the Congress should take to promote the general welfare

With the advice of the Senate, the President will:

1. appoint the judges of the Supreme Court
2. appoint ambassadors
3. make treaties with foreign countries

ARTICLE III - Judicial Branch

The judicial power of the United States rests in one Supreme Court and such smaller courts as Congress may establish.

1. Term - life ("during good behavior")
2. The Supreme Court shall decide all cases which have to do with the Constitution and the laws of the United States.

ARTICLE IV - states the relationship of the states to each other and to the United States government.

ARTICLE V - states provisions for amending the Constitution.

ARTICLE VI - establishes the Constitution as the supreme law of the land.

ARTICLE VII - state provision for ratification of the Constitution (nine of the thirteen existing states).

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SYNOPSIS OF THE BILL OF RIGHTS

At present, there are twenty-six amendments to the Constitution. The first ten amendments are known as the "Bill of Rights." They were proposed in 1789 as an assurance that the rights of Americans would be protected against the federal government.

AMENDMENT I - The rights of freedom of speech, freedom of religion, freedom of the press, and freedom to assemble peaceably are guaranteed.

AMENDMENT II - The right of the people to keep and bear arms is guaranteed.

AMENDMENT III - No soldier will be assigned to live in a private home without the consent of the owner.

AMENDMENT IV - No home shall be searched without a warrant.

AMENDMENT V - Persons are protected from being tried twice for the same offense, or from having to testify against themselves.

AMENDMENT VI - A fair and speedy trial for the accused is guaranteed in criminal cases.

AMENDMENT VII - In any suit involving more than $20.00 there shall be the right of trial by jury.

AMENDMENT VIII - Cruel and unusual punishments and very high fines are forbidden.

AMENDMENT IX - Other rights of the people are protected that are not mentioned in the Constitution.

AMENDMENT X - All powers not given by the Constitution to the central government are reserved for the states or the people.